

Crandall Independent School District

SUBSTITUTE HANDBOOK



For All Employee

2024-2025

Updated Date: June 20, 2024

It is the policy of Crandall ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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District information

Mission statement

Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

Vision statement

To empower each student to positively impact the world.

Crandall ISD Board of Trustees:

Rick Harrell - President

Dr. Sharon Long - Vice-President

Jennifer Hiser - Secretary

Amy Barber - Trustee

Crystal Holmes - Trustee

Ryan Eskridge - Trustee

Justin Strain - Trustee

Superintendent of Schools – Dr. Anjanette Murry

District Administration

Dr. Charlene Goss, Chief Academic Officer

Dr. Holly Keown, Chief of Staff and Human Resources

Christy Starrett, Chief of Operations

Crandall ISD Administration

Physical Address:

400 West Lewis
Street
Crandall, TX 75114

Phone: 972-427-6000

Fax: 972-427-6134

Mailing

Address:
P.O. Box 128

Crandall, TX
75114

Campus Information

Campuses	Staff Arrival/Dismissal	School Start Time/Dismissal
Crandall High School	7:00 AM – 3:30 PM	7:20 AM – 3:05 PM
Crandall Middle School	8:00 AM – 4:30 PM	8:20 AM – 4:05 PM
Elementary Campuses	7:30 AM – 4:00 PM	7:50 AM – 3:35 PM
DAEP Campus	7:40 AM – 4:15 PM	8:00 AM – 2:30 PM

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Campus Administrators

Hollis T Dietz Elementary 972.427.6050 2080 Sunnybrook Drive Heartland, TX 75126 Principal - Jennifer Baker Asst. Principal - Kami Collins Admin. Assistant to Principal - Destiney Warren	W.A. Martin Elementary 972.427.6020 11601 W. Highway 175 Crandall, TX 75114 Principal - Lydia Saldana Asst. Principal - Elisa Wiggs Admin. Assistant to Principal - Michelle Hope
Noble-Reed Elementary 972.427.6060 2020 Wildcat Trail Crandall, TX 75114 Principal - Paige Cherry Asst. Principal - Stephanie Franks Admin. Assistant to Principal - Elisa Blevins	Opal Smith Elementary 972.427.6053 3015 Fletcher Rd. Crandall, TX 75114 Principal - Jennifer Scott Asst. Principal - Wade McElroy Admin. Assistant to Principal - Mekisha Franklin
Barbara Walker Elementary 972.427.6030 4060 Abbey Road Heartland, TX 75126 Principal - Lara Reed Asst. Principal Aimee Mccullar Admin. Assistant to Principal - Diana Crow	Nola K Wilson Elementary 972.427.6040 300 S. Meadowcreek Crandall, TX 75114 Principal - Carmin Langford Asst. Principal - Marie Serrano Admin. Assistant to Principal - Tammy Gilcrease
Crandall Middle School 972.427.6080 2600 Fletcher Rd. Crandall, TX 75114 Principal - Michael Starling Asst. Principal - Trachelle Warner Admin. Assistant to Principal - Rosalind Johnson	Crandall Freshman Center 972-427-6000 500 W. Lewis Street Crandall, TX 75114 Principal - Joseph Melms Associate Principal - Nelly Medrano Admin. Assistant - Faviola Garcia
DAEP 972.427.6100 500 W. Lewis Street Crandall, TX 75114 Associate Principal - Nelly Medrano Behavior Interventionist - Jamanda Darby Admin. Assistant to Principal - Vickie Merciers	Crandall High School 972.427.6150 13385 FM 3039 Crandall, TX 75114 Principal - Joseph Melms Associate Principal - James Colbath Admin. Assistant - Michelle Gipson

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Office Contact Information

Coordinator of Human Resources

Lori Shelton

lselton@crandall-isd.net

Substitute Contact / Frontline Contact

Jessica Edwards

jedwards@crandall-isd.net

Payroll Contact

Barbara Galofaro

bgalofaro@crandall-isd.net

Mickey Smith

msmith@crandall-isd.net

Benefit Contact

Angela Thomas

athomas@crandall-isd.net

Statement of Nondiscrimination

In an effort to promote nondiscrimination, the Crandall Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator

Kyalla Bowens

Director of Talent Acquisition/Title IX Coordinator

400 West Lewis Street

Crandall, Texas 75114

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Section 504 Coordinator

for concerns regarding discrimination on the basis of disability:

Dr. Lauren Chism

Executive Director of Student Support Services
400 West Lewis Street
Crandall, Texas 75114
972-427-6000

All other concerns regarding discrimination: See the Superintendent,
Crandall ISD, P.O. Box 128, Crandall, TX 75114, 972-427-6000. [See FB
(LOCAL) and FFH (LOCAL)]

Equal Opportunity Policy Statement

The Crandall Independent School District does not discriminate based on race, color, sex, age, national origin, religion, sexual orientation, or disability in matters affecting employment or in providing access to programs. Inquiries related to the Policies of the Crandall ISD should be directed to Dr. Holly Keown, Chief of Staff.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included; those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the Substitute Clerk. This handbook is neither a contract nor a substitute for the official District policy manual nor intended to alter the at-will status of non-contract employees. Instead, it is a guide to and a brief explanation of the district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. District policies can be accessed online.

General Requirements

To substitute in Crandall Independent School District, a person must have a high school diploma or equivalent. In addition, all potential substitutes must comply with fingerprinting requirements as indicated in Senate Bill 9 prior to working on a CISD campus, at the cost of the substitute.

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It is the responsibility of each substitute teacher to submit the following paperwork to the Substitute Specialist before beginning employment:

- The District's application form;
- All electronic forms;
- A record of highest education attained (high school diploma, GED certificate, or college transcripts
- Teaching certificate (if applicable);
- Driver's License & Social Security Card;
- FICA Alternative Plan;
- Health Insurance Enrollment form;
- Notarized Misconduct form;
- Job Description; and
- Handbook Acknowledgement

Change of Personal Information

When a substitute changes personal information (i.e., address, phone number, etc.), the Human Resources Office needs to be notified as soon as possible.

Hiring Practices

The District uses electronic means to assign substitutes when teachers and instructional aides are absent. The system used by CISD is called Absence Management (Frontline). Absence Management is an automated substitute placement service provided by Frontline Placement Technologies.

In July of each school year, a notification regarding updating paperwork and substitute training will be sent to each person on the current sub-list. Updated paperwork must be submitted to Jessica Edwards, Department of Human Resources, and Substitute Coordinator, to ensure a substitute position for the upcoming school year. All profiles in absence management will be inactive until this paperwork has been complete.

Employment and Termination

All substitutes are part-time, non-contract, and employed on an at-will basis. Substitutes are not guaranteed work at any specific campus, grade level, or other location. The District or principal has the right to deny access to grade levels, departments, teachers, campuses, and locations. Substitutes may withdraw their substitute application at any time, for any reason, or no reason, and may be dismissed at any time, and for any reason. A discussion from the concerned party

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will be handled before dismissal of substitutes.

You may be removed from the District's substitute roster for poor performance or misconduct. In addition, you may be removed from the substitute roster for any of the following.

- You repeatedly turn down assignments, unavailable for calls, or frequently cancel assigned positions,
- You do not accept and fulfill at least three days of substitute assignments per semester or six days of substitute assignments by April 30th of the current school year;
- You do not complete the district-required mandatory training; or
- You do not return a letter of reasonable assurance in time.

If you wish to terminate employment with the District, email jedwards@crandall-isd.net or write the Crandall ISD Human Resource Department. Any related paperwork must be completed at the Human Resource Department when employment is terminated. Final paychecks will be mailed or direct deposited, whichever is applicable, on the next regular pay date.

Letter of Reasonable Assurance of Continued Employment

The Letter of Reasonable Assurance of Continued Employment is required to be submitted during the spring semester to continue working as a substitute for the following school year. Failure to submit the letter by the due date is considered resignation. The letter will be available electronically.

Bad Weather Procedures

The District may close schools because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning closing the District's facilities. When it becomes necessary to open late, release students early, or cancel school, district officials will post a notice on the District's website and notify the following social media/radio/television stations by 6:00 a.m.

- District mass text, phone or email
- Facebook - Crandall ISD
- Instagram @officialcisd
- Twitter - @OfficialCISD
- FOX - Channel 4; www.myfoxdfw.com
- NBC - Channel 5; www.nbcdfw.com
- WFAA - Channel 8; www.wfaa.com
- CBS - Channel 11; www.cbsdfw.com

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- Telemundo 39
- Dallas Morning News

Emergency Procedures

All substitutes should be familiar with the safety procedures for responding to emergencies, including medical emergencies. Locate evacuation diagrams posted in work areas and be familiar with shelter in place, secure, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and the procedures for their use. *See reference pages in the back of handbook.*

Social Media Procedures

Educators are held to a higher standard of behavior than other employees throughout the community, even in their personal lives. This higher standard of conduct includes your online behavior and digital footprint on Facebook, Instagram, Snap Chat, Twitter, and other online social networks. When posting on an online social network site:

Do

- Be polite, friendly, and helpful in your communications.
- Keep it positive. Do not gossip, use foul language, criticize or use sarcasm.
- Remember your digital footprint and strive to maintain a higher standard.
- Take time to learn about the security settings.

Do Not

- Request or accept a new friendship with a student.
- Mention your students in your posts.
- Post pictures or videos of your students.
- Complain or gossip about administration, co-workers, and students.
- Post anything that could be considered offensive (photos, links, jokes, etc.)

Criminal History Background Checks

All substitutes hired must complete the fingerprinting process with the Texas Education Agency (TEA)/Texas DPS FACT Clearinghouse before employment. Crandall ISD will receive notification on substitutes through FACT if any event

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related to criminal history occurs. Substitutes are required to self-report an event immediately to the supervisor or Human Resources within three calendar days of the event.

Absence Management Important Message

Please call the campus immediately if you cannot fulfill a job you have accepted. Regardless of the time, day or night, the job will become visible in Frontline, and calls to fill the vacancy will be according to the call schedule specified in Frontline. We hope that you will find Frontline a valuable tool that meets the needs of Crandall ISD and your own. If you have any questions regarding Frontline, please contact Jessica Edwards via email at jedwards@crandall-isd.net or 972-427-6000. Any concerns about a campus should be directed to the campus principal.

The numbers listed below are **ONLY** to be used if cancelling a job within an hour of its start time.

School Contact List

Campus	Contact	Campus Phone Number
Crandall High School (10 th – 12 th)	Michelle Gipson mgipson@crandall-isd.net	972-427-6150
Freshman Center (9 th Grade)	Faviola Garcia fgarcia@crandall-isd.net	972-427-6180
Crandall Middle School (7 th – 8 th)	Rosalind Johnson rjohnson@crandall-isd.net	972-427-6080
Dietz Elementary (Pre-K – 6 th)	Destiney Warren dwarren@crandall-isd.net	972-427-6050
Martin Elementary (Pre-K – 6 th)	Michelle Hope mhope@crandall-isd.net	972-427-6020
Noble-Reed Elementary (Pre-K – 6 th)	Elisa Blevins eblevins@crandall-isd.net	972-427-6060
Walker Elementary (Pre-K – 6 th)	Diana Crow dcrow@crandall-isd.net	972-427-6030
Wilson Elementary (Pre-K – 6 th)	Tammy Gilcrease tgilcrease@crandall-isd.net	972-427-6040
Opal Smith Elementary (Pre-K – 6 th)	Mekisha Franklin mfranklin@crandall-isd.net	972-427-6053
Compass Academy - DAEP	Vickie Merciers vmerciers@crandall-isd.net	972-427-6100

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Absence Management Quick Reference Information

Absence Management is provided through Frontline Placement Technologies. Absence Management can be accessed via the website at www.aesoponline.com or via phone at 1-800-942-3767.

Benefits

A substitute who works ten or more hours per week may be eligible for coverage under a TRS-ActiveCare medical plan. The District does not contribute to the premium cost for substitutes, you would be responsible for the entire premium amount. Only medical plans are available to substitutes – not dental, vision, or other plans. If you have any questions, please contact Angela Thomas at athomas@crandall-isd.net.

Payday

Payday for substitutes is monthly. It is suggested that each substitute keep a record of their work days. However, this record shall not, in any instance, be considered official should a discrepancy occur.

It is recommended that all substitutes sign up for Direct Deposit. Your responsibility is to inform the Business Office in writing when you change or close a bank account by completing a new Direct Deposit Authorization Form. In the event of identity theft, please call the Business Office immediately. Pay will post into your account on each scheduled payday

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Payroll Schedule 2024 - 2025

Month	Cut-off	Pay Date
July	June 13	July 15, 2024
August	July 26	August 15, 2024
September	August 23	September 13, 2024
October	September 20	October 15, 2024
November	October 25	November 15, 2024
December	November 15	December 13, 2024
January	December 13	January 15, 2025
February	January 24	February 14, 2025
March	February 14	March 14, 2025
April	March 21	April 15, 2025
May	April 25	May 15, 2025
June	May 23	June 12, 2025

Skyward

Skyward Finance is access to all personal information, pay stubs, and W-2.

- Username: last name, first initial (example: John Smith - smithj)
- Password: All lowercase **pirates**

For questions, please contact Mickey Smith at msmith@crandall-isd.net or Barbara Galofaro bgalofaro@crandall-isd.net.

Salary Information

Crandall ISD has adopted a salary schedule for substitutes that are reviewed annually. Therefore, all substitutes will begin their assignment at the standard rate. A long-term position is any substitute job that extends longer than twenty consecutive school days in the same assignment. **All certified substitutes must provide a copy of their certification to receive certified pay.** If a day is missed after the 20th day long term position, the pay reverts back to the standard rate. The only exception will be for jury duty. Documentation must be provided.

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Substitutes	Full-Day	Half-Day	After 20 Consecutive Days in One Assignment
Paraprofessional Aide Positions	\$85.00	\$42.50	\$90.00
Special Education Aide or Nurse Aide (without certification)	\$90.00	\$45.00	\$95.00
Nurse Aide (with EMT, CNA, LVN, or RN)	\$120.00	N/A	\$125.00
Teacher (HS or Associate's Degree)	\$95.00	\$47.50	\$100.00
Teacher (BA or Master's Degree)	\$120.00	\$60.00	\$125.00
Teacher (Certified)	\$150.00	\$75.00	\$160.00
Nurse (LVN, EMT, RN)	\$150.00	N/A	\$175.00
Cafeteria - 6.5 Hours	\$90.00	\$45.00	N/A
Administrative Substitute	\$250.00	N/A	N/A

Substitutes	Hourly Rate
Bus Drivers per hour	\$19.08

Deductions

The District shall make the following deductions as required by law:

- Social Security
- Federal Income Tax (as per employee's W-4 form)
- Medicare Tax contributions
- Garnishment of wages as required by Court Order

FICA Alternative Plan

Important points about your 457(b) FICA Alternative

Eligibility: An employee is required to participate in the FICA Alternative Plan if they meet one of the eligibility requirements listed below

- Part-time (20 hours or less per week)
- Seasonal (five months or less per year)
- Temporary (contract of two years or less in duration)
- Not covered by TRS in a position otherwise covered by TRS

Contributions: Social Security requires that the equivalent of 12.4% of an employee's salary be contributed each month (6.2% employee, 6.2% employer). However, the FICA Alternative Plan requires only a 7.5% contribution to a retirement account. The deferrals are made on a "pretax" basis, unlike Social Security, which is made on an "after-tax" basis.

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Investments: The portfolio selection is designated by the employer. The options are as follows:

- *FICA Diversified Portfolio* – The Diversified Portfolio is directly overseen by the Region 10 RAMS Investment Advisory Committee. The portfolio comprises a broad range of equity and bond mutual funds and individual bonds typically held to maturity and are periodically changed to adapt to changing market conditions.
- *FICA Government Income Portfolio* – All investment instruments issued by and backed by the U.S. Government.

Distributions: The employee or their beneficiary will receive the FICA Alternative Plan account balance when an employee becomes eligible for distribution for any of the following reasons:

- Termination of Employment
- Permanent and Total Disability
- Death
- Retirement
- They have changed employment status to a position covered by another retirement system (e.g., TRS). *If there have been no contributions to the account for two (2) years and the account balance is less than \$5,000, the employee may be able to request a distribution.*

Taxation: When the employee receives benefits, the funds received become taxable income. If the taxable portion of the account balance exceeds \$200, the employee can avoid immediate taxation by directing the account balance to:

- A traditional IRA
- An eligible employer plan accepts the rollover (i.e., TRS, 403(b), 457, etc.)

More Information Points About your 457(b) FICA Alternative

Designating a Beneficiary: If the employee dies while participating in the Plan, the account balance will be distributed to the employee's beneficiary. If the employee is married at the time of death, the spouse is automatically the beneficiary. If the employee wishes to designate someone other than the spouse as the beneficiary, the employee must do so in writing, and the spouse must sign a spousal consent form. If the employee is unmarried at the time of death, the account balance will be paid to the employee's estate unless another beneficiary has been designated. To designate a beneficiary, please log in to your account at www.region10rams.org using the instructions under "Account Access" below.

Company Offering Services: The Company chosen to provide the 457(b) FICA Alternative Plan is TCG Administrators, a company with many years of proven

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expertise in administering retirement plans to public sector employees.

Protection from Liability: The district as a 457(b)-plan sponsor is responsible for the types of investments offered to participants. Most 457(b) plans do not protect the district from fiduciary liability. The ESC Region 10 457(b) FICA Alternative Retirement Plan offers fiduciary protection for the District through an Investment Advisory Agreement with TCG Investment Advisory Service, L.P.

Fees: TCG Administrators receive 1.15% of the plan assets and \$.50 per participant per month paid by the participant, TCG Advisors receive .35% of assets as the investment advisory fee, Region 10 receives \$.10 per participant per month (generally deducted from participant accounts) as its fee for running the RAMS program, and the individual investments have fees that vary by type of investment. The investment fees are shown on the Region 10 RAMS website at www.region10rams.org.

Account Access: To review your account balance or request a distribution, you can access your account on the Region 10 RAMS website at www.region10rams.org. Please follow the steps below to access your account online.

- Click the green Login box in the upper right-hand corner
- Click the yellow Retirement Login box
- User Name will be your Social Security Number (no spaces or dashes): #####
- Password will be your date of birth (MMDDYYYY): #####

TCG ADMINISTRATORS
900 S Capital of Texas Hwy, Suite 350 Austin, TX 78746
Phone: 512.795.8999
Fax: 512.795.0414
Toll-Free: 800.943.9179
Toll-Free Fax: 888.989.9247 Email: 457@tcgservices.com

This form must be completed before becoming a substitute. If you have questions, please get in touch with Mickey Smith.

Substitute Procedures - Classroom Instruction

- Substitutes are responsible for students, equipment, and materials assigned to their supervision.
- Substitutes shall make every effort to carry on the regular work of the staff members and complete the lessons as planned.
- Substitutes should refrain from physical contact with students in any situation. Special education students who need physical assistance will have written instructions designated in the lesson plans.

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- Substitutes will not access or associate with students except during class unless it is part of the assignment and stated in the lesson plans. Being alone with students, eating lunch with students, or providing students with a pass to return to the class are examples of inappropriate situations that may result in removal from the substitute system.

Classroom Management

- Make every effort to get to know the students as quickly as possible. For example, when students walk into the classroom, greet them, and politely ask them to introduce themselves. Doing this will prompt many to say their own names to you.
- Model the behavior you wish to see in students.
- Students respond best to clear expectations combined with respect and courtesy. Discussing behavioral expectations before an activity sets students up for success.
- Remember to speak kindly and politely when addressing students and use language appropriate for an educational setting. Foul language will not be tolerated.
- Substitutes should always be physically present in their assignment. All Crandall ISD classrooms contain a phone, so contact the front office if administrative assistance is required.
- Use proximity to your advantage. Stand next to disruptive students, who often correct the disruptive behavior independently.
- Maintain a professional, teacher-student relationship at all times.

Disciplinary Procedures

- Substitutes must never administer corporal punishment to any student. Using corporal punishment in any form is cause for dismissal. This includes physical contact with a student used to correct a behavior. For example, pulling a disruptive student by the arm to remove them from the classroom is not allowed.
- Substitutes are expected to maintain discipline in the classroom, which is conducive to a positive learning environment. Substitutes must follow the classroom, campus, and district disciplinary guidelines.
- The consequences of discipline issues will be determined by campus administration. If a student needs to be removed from a class, substitutes should call for assistance from the campus administration. Guidelines regarding discipline issues should be addressed with the team leader or buddy teacher at the time you report for your assignment.

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- Fair treatment of all students, combined with explicit explanation and direction, will preclude many disciplinary problems.

General Procedures

Sign In

Substitutes should report to the office at each school and sign the substitute sign-in sheet. This signed form and your assignments in absence management are the official employment record and are used to calculate Payroll for substitutes.

Security Badges

All substitutes are expected to wear their badge on campus each day of service. Badges will be distributed by each campus front office. Human Resources does not print substitute badges.

Arrival/Departure Procedures

Substitutes should arrive on campus at least 30 minutes before the beginning of instruction and will depart 30 minutes after the students leave or as indicated by the administration.

Occasionally, as a substitute, you may receive calls from the automated calling system after the start time for that campus. This can happen for various reasons. We ask that if you can work that day, please take the job, and immediately call the campus to notify them that you have just taken the job. The campuses would much rather have to cover a class until a substitute can get there than possibly go without a substitute at all.

Bell schedules are provided at the end of the handbook.

Parking Passes

District parking passes will be distributed by the campus. Each substitute must register their vehicle, and submit any vehicle change information yearly.

Leaving the Campus

The care and supervision of the students assigned to the substitute are of primary importance. At no time during the day should the substitute leave campus unless

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authorized. Substitute teachers should not leave the campus at the end of the school day until they have signed out through the school office.

Attendance

Substitutes are responsible for the official daily attendance count. Please ask for directions on how to complete this important task accurately.

Teaching

A substitute shall be subject to all the duties of a regular classroom teacher; this includes attending all meetings and required activities unless excused by the campus administration. Substitutes are responsible for the continuation of the instructional program in the absence of the regular teacher.

These plans and schedules should be available on the teacher's desk or as a substitute folder from the front office. Lesson plans must be followed as closely as possible. Contact team leaders, department heads, or teachers in nearby rooms for assistance. Tests should be given as scheduled. When preparing for a long-term assignment, meeting with the regular teacher is advisable.

Daily Duties

All staff members have daily duties around the school. Sign in at campus daily when substituting. These may include hall duty, cafeteria duty, bus duty, playground duty, and numerous others. Substitutes are responsible for performing these daily duties as part of their assignment. Ask about these daily duties upon arrival.

A substitute may be asked to teach in a classroom other than the one they agreed to teach when they accepted the assignment through Frontline. In this case, the substitute is expected to demonstrate flexibility and cooperation with the school administration in its attempts to meet the instructional and safety needs of the students under their care. If substitutes refuse to work on an alternate assignment made by the administrator and they choose to leave campus, they will not be compensated for the work they declined to perform. Also, if substitutes are asked to work during a teacher's conference period for a teacher other than the one, they were assigned to, they are expected to accept this administrative request.

Conference Period

Typically, substitutes will follow the daily schedule of the regular staff members, which may include a conference or planning period. Conference periods are not guaranteed to substitutes and are not free time. Substitutes are required to assist in any capacity asked during the assignment, including working in another room during the conference period.

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Cell Phone Usage

Maintain classroom behavior by being mobile and staying off your mobile. Keep your cell phone on silent during the school day while substituting. Cell phones should not be used while you are supervising or responsible for students, including but not limited to playground duty, cafeteria duty, before or after school duty, etc. Keep cell phones secured. Students should use the phones in the front office if they need to call their parents.

Active Involvement

The successful substitute teacher is actively involved with instruction. You should move around the classroom often, checking student work and assisting with assignments. The substitute's proximity to the students can avoid many discipline problems. While in the classroom or supervising students, you are not to conduct personal business. Your focus should be solely on the students. Never leave students unattended, and always follow designated release procedures.

Computer Use/Personal Property

Never use the district's computers for your personal use. The internet can only be used if you are instructed to do so in lesson plans, special instructions, or by your immediate supervisor. Never go through the teacher's desk or cabinets in the classroom.

Reporting Injuries of Students

When a student is injured at school or while participating in a school-related activity, campus administration should be notified immediately. The school office will send medical help and investigate the incident. Although injuries may not appear serious, having the student checked out by someone in the school clinic is safer.

Personal Injuries on the Job

All personal injuries on the job must be reported to the administration on the same day the injury occurs.

Child Abuse or Neglect

Substitutes are required by state law to immediately report any suspected child abuse or neglect to Child Protective Services. Failure to do so constitutes a Class A Misdemeanor. All substitutes are required to make a report to a law enforcement agency or Child Protective Services within 48 hours of the event that led to the

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suspicion. Under state law, any person reporting or assisting in investigating reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. Crandall ISD also suggests that substitutes who suspect that a student has been or may be abused or neglected should report their concerns to the school administration staff.

Employee Arrests and Convictions

An employee must notify Human Resources within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony and any of the other offenses listed below.

- Crimes involving school property or funds
- Crimes that occur wholly or in part on school property or at a school-sponsored activity

Crimes involving moral turpitude include the following

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under SBEC (State Board for Educator Certification) rules

If an educator is arrested or criminally charged, the Superintendent must also report the educator's criminal history to the Division of Investigations at TEA (Texas Education Agency).

Alcohol, Drug, and Tobacco Use Policy

Crandall ISD is committed to maintaining an alcohol and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-

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related or school-sanctioned activities on or off school property.

Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas controlled substances act during working hours may be dismissed.

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is not permitted by law and punishable by a fine are displayed in prominent places in all school buildings.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call the police immediately.

Substitute Dress Code

The purpose of the Crandall Independent School District dress code is to ensure that the employees and staff members of the district present a professional image to the public and students they serve. The guidelines below are appropriate for professional, paraprofessional, and substitute employees.

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent. All dress must be professional and not offensive in nature. Dress and grooming shall conform to the following guidelines:

General Information:

- All employees must wear identification name tags or picture identification while at work.

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- Matters concerning appearance and dress not specifically covered in the guidelines, shall defer to the guidelines for students and/or shall be within the discretion of administrators.
- Employees may not wear clothing or accessories that display vulgar, lewd, or obscene writing, and may not wear emblems that advertise or depict tobacco, alcohol, drugs, or weapons. Items that could be perceived as gang-affiliated, solicit racial discord, or violence are prohibited.

Permitted

- Clean and neatly pressed dresses, blouses, shirts, slacks, and suits shall be considered acceptable attire.
- All skirts and dresses shall not be more than 3 inches above the knee. Pants may not be shorter in length than 5" above the ankle.
- Coaching shorts without cover-ups shall be worn only during physical education instructional periods. During classroom instruction, PE/coaching staff must follow the employee dress code.
- Facial hair must be clean, well-groomed, and neatly trimmed.
- Tennis shoes and sandals are allowed if they are clean and well kept. Dress casual shoes are appropriate.
- Earrings are permissible. No other body piercings, including tongue rings, nose rings, nose studs, septum piercings, gauges and spikes are allowed at school or when participating in school sponsored events.

Not Permitted

- Hats and caps shall not be worn in District buildings.
- Tattoos that are offensive in nature must be covered. Other tattoos may be covered at the request of administration.
- Rubber or plastic footwear and flip flops.
- Athletic gear and shorts. Principals may make exceptions for workdays (not for professional staff development days), field trips, or other school activities or specific job assignments or conditions when informal attire is deemed more appropriate.
- Tank top or halter-type tops
- Tight fitting attire. Shirts, pants, skirts, dresses.
- Revealing clothing in cut, style, or material.

Guidelines for Jeans

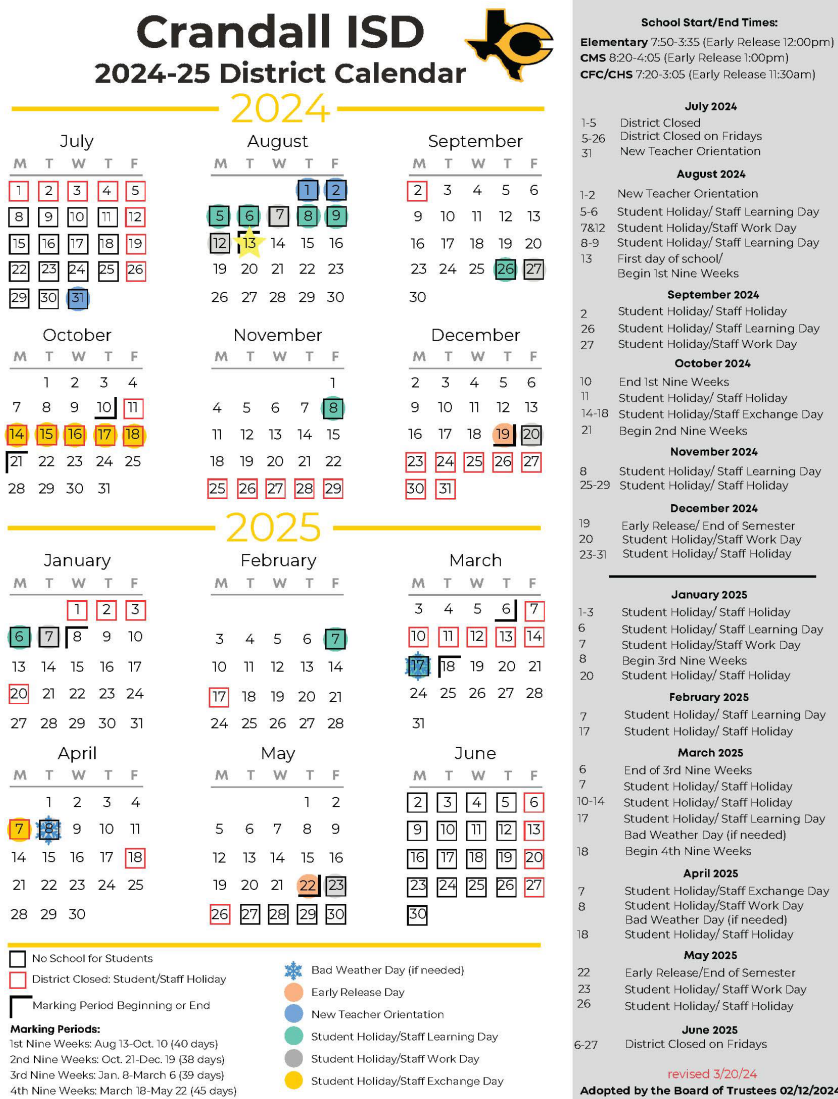
- Jeans shall not have rips, holes or tears.
- If a staff member is attending a formal meeting, on or off campus that is scheduled, staff members should dress according to professional standards.

Principals shall determine if dress and grooming are professionally appropriate.

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Although discretion of dress code is left up to the supervisor whether the appearance is acceptable or not, there is trust placed on each individual to use good, professional judgment and not push the limits on appropriateness of the attire.

School Calendar



School Start/End Times:	
Elementary	7:50-3:35 (Early Release 12:00pm)
CMS	8:20-4:05 (Early Release 1:00pm)
CFC/CHS	7:20-3:05 (Early Release 11:30am)
July 2024	
1-5	District Closed
5-26	District Closed on Fridays
31	New Teacher Orientation
August 2024	
1-2	New Teacher Orientation
5-6	Student Holiday/ Staff Learning Day
7&12	Student Holiday/Staff Work Day
8-9	Student Holiday/ Staff Learning Day
13	First day of school/ Begin 1st Nine Weeks
September 2024	
2	Student Holiday/ Staff Holiday
26	Student Holiday/ Staff Learning Day
27	Student Holiday/Staff Work Day
October 2024	
10	End 1st Nine Weeks
11	Student Holiday/ Staff Holiday
14-18	Student Holiday/Staff Exchange Day
21	Begin 2nd Nine Weeks
November 2024	
8	Student Holiday/ Staff Learning Day
25-29	Student Holiday/ Staff Holiday
December 2024	
19	Early Release/ End of Semester
20	Student Holiday/Staff Work Day
23-31	Student Holiday/ Staff Holiday
January 2025	
1-3	Student Holiday/ Staff Holiday
6	Student Holiday/ Staff Learning Day
7	Student Holiday/Staff Work Day
8	Begin 3rd Nine Weeks
20	Student Holiday/ Staff Holiday
February 2025	
7	Student Holiday/ Staff Learning Day
17	Student Holiday/ Staff Holiday
March 2025	
6	End of 3rd Nine Weeks
7	Student Holiday/ Staff Holiday
10-14	Student Holiday/ Staff Holiday
17	Student Holiday/ Staff Learning Day
	Bad Weather Day (if needed)
18	Begin 4th Nine Weeks
April 2025	
7	Student Holiday/Staff Exchange Day
8	Student Holiday/Staff Work Day
	Bad Weather Day (if needed)
18	Student Holiday/ Staff Holiday
May 2025	
22	Early Release/End of Semester
23	Student Holiday/ Staff Work Day
26	Student Holiday/ Staff Holiday
June 2025	
6-27	District Closed on Fridays
revised 3/20/24	
Adopted by the Board of Trustees 02/12/2024	

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Campus Schedules



	Entry Times	High School Campuses	Middle School	Elementary School	Compass DAEP School
	Teacher/Professional Entry Time - On Duty Breakfast Starts	7:00 AM	8:00 AM	7:30 AM	7:40 AM
	School Start Time	7:20 AM	8:20 AM	7:50 AM	8:00 AM
	Student Dismissal	3:05 PM	4:05 PM	3:35 PM	2:30 PM
	Non-Duty Staff Dismissal	3:15 PM	4:15 PM	3:55 PM	3:55 PM
	Duty Staff Dismissal	3:30 PM	4:30 PM	4:00 PM	4:15 PM
📌 +	Student Time	465 Minutes	465 Minutes	465 Minutes	240 Minutes
	AM Duty Staff Time	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours
	PM Non-Duty Staff Time	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours	485 Minutes 8.03 hours	485 Minutes 8.03 Hours
	Paraprofessionals Time w/o duty	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours	485 Minutes 8.03 Hours
	Tutorials	TBD	TBD	TBD	NA
	CIS Exit Time	TBD	TBD	TBD	NA
	Faculty Meetings	3:30 - 4:15	4:30 - 5:15	4:00 - 4:45	3:15 - 4:15

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Substituting in Special Education Positions

Special Education refers to a range of services used to help students with disabilities learn and make progress in school.

The Admissions, Review, and Dismissal (ARD) committee develops an Individual Education Program (IEP) for each student. The IEP is designed by the ARD committee to assist a student in making progress in his/her education. It lists goals and objectives individualized for the student. Goals can be developmental, academic, behavioral, or social. The IEP outlines expectations of what must be taught and learned. If the student has an IEP, you are required to teach to the goals and objectives within that document. Most students with disabilities in the general education classroom will have accommodation/adaptations. They may also have goals and objectives.

Please note: If you are a long-term substitute, and a goal is not appropriate or the student is having difficulties making progress, request a staff meeting to discuss student's needs (an ARD meeting may follow). Please contact your campus team leader to schedule.

Confidentiality of student information is an important aspect for substitutes to understand and follow. Student information is private and must not be discussed with anyone who does not have an educational need to know. Those with an educational need include the student's teacher(s), principal, assistant principal, counselor, special education service provider, and parent. No other individuals should have information about the student provided to them. Requests for information are to be directed to the campus administrator.

Special Education substitute positions include but are not limited to the following:

- Prekindergarten Blend (teacher or paraprofessional)
- Head Start Blend (teacher or paraprofessional)
- Early Childhood Special Education (ECSE) (teacher or paraprofessional)
- Life Skills (teacher or paraprofessional)
- Inclusion Services (teacher or paraprofessional)
- R3:Rethink, Refocus, Restore Behavior Program (R3) (teacher or paraprofessional)
- Resource Instruction (teacher)
- 18+ Vocational & Daily Living Program (Teacher or Paraprofessional)

Prekindergarten Blend and Head Start Prekindergarten Blends are general education settings with students between the ages of approximately 4-5 years old who receive supports and accommodations in accessing the prekindergarten curriculum. (avg of 2-3 staff members per class)

The **Early Childhood Special Education (ECSE)** classrooms provide students ages approximately 4-5 a more structured setting to work on developmental skills, which are typically delayed, such as speech and language. (avg of 2-3 staff members per class)

Life Skills classrooms include teaching life skills/functional daily living skills to students in grades Kindergarten through 12th-grade with moderate to severe disabilities. Life Skills is modified, direct instruction in functional academic, social, behavioral, and adaptive skills, with a focus on future independence. (avg of 2-3 staff members per class)

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R3/Behavior classes serve students in Kindergarten through 12-grade whose behavior impedes academic learning. Students' academic skills range from on grade level to requiring support. The class focus is on a structured framework for behavioral success that in turn leads to academic success. R3 classes also include a social-skills component. (avg of 2-3 staff members per class)

Inclusion is a specially designed instruction that includes academic and behavioral supports provided to students with disabilities in the general education setting. Inclusion staff supports the direct instruction, classroom organization, and discipline in the general education classroom. The collaborative relationship between the Inclusion staff and general education teachers enables staff to combine their skills, abilities, and interests to serve the entire classroom.

Resource instruction is specially designed for students with disabilities that require direct, intense, small group instruction with a modified curriculum. The Resource instruction includes a reduction of the required grade level TEKS that cannot be implemented in the general education setting for the student. Students typically attend general education classes for most of the day. When subbing for an Inclusion and Resource teacher, your schedule may have a combination of different general education and special education classrooms.

Please note: If you are a long-term substitute, and an IEP goal is not appropriate or the student is having difficulties making progress, contact the campus administrator and request assistance to determine if an ARD meeting is needed to discuss student's needs and or progress.

Accommodations and Modifications

Accommodations are tools selected by the student's ARD committee to bridge the gap between the student's strengths and what is needed for the student to make progress in learning and mastering their curriculum and goals. Accommodations can alter the student's assignments by providing additional supports, they can adapt how the student receives their instruction. Accommodations can also adapt the instructional materials used with the student and accommodate how the student's behavior is managed.

Modifications deal with changes to the lessons and topics that a student learns. They include changes to what students are expected to learn and/or demonstrate.

Remember the following items regarding accommodations/adaptations:

- Accommodations/Adaptations are instructional support strategies determined by the ARD committee.
- They are required for the student to master the goals within the IEP.
- Noncompliance with adaptations or any ARD recommendations may result in personal liability.
- **ALL substitute teachers must document that they are complying with the ARD documented goals, accommodations, and modification. The sub folder should contain the documentation sheet, if not, please notify your assistant principal.**

Remember the following items regarding modifications:

- Modifications can be found on the Goal and Objectives page (included in lesson plan).

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- They are individualized, modified curriculum for the student.
- They do not include all of the Texas Essential Knowledge and Skills (TEKS).
- Long term substitutes with students who have modifications should conference with the special education team leader and or campus administration about lesson plans and IEP progress data collection documents.

A Behavior Intervention Plan (BIP) is an action plan that contained supports and strategies to help a student manage his/her behaviors. It identifies events that precede or predict behaviors (antecedent) as well as positive interventions to change behaviors.

Please note: All teachers and staff must implement the BIP consistently. The documentation of behaviors and interventions is expected. If you need additional support, please contact the campus administrator.

Time Out / Restraint / Seclusion

It is the policy of this district to treat with dignity and respect all children, including children with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities. **NOTE: Substitute teachers should not engage in Time Out or Restraint of students. In case of emergency, contact the office.**

Timeout is a behavior management technique used to provide a student with the opportunity to regain self-control. The student is separated from the other students for a limited period of time in a setting that:

- is NOT locked; and
- from which the exit is nor physically blocked by furniture, a closed door held shut from the outside, or held shut by an inanimate object

Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body.

A school employee, volunteer, or independent contractor may use restraint only in an emergency which is defined as imminent, serious physical harm to the student or others or imminent, serious property destruction. Each CISD campus has an emergency response team whose members are trained in the appropriate use of restraints. **NOTE: Substitute teachers should not engage in the restraining of students. In case of emergency, contact the office.**

Confidentiality of student information is an important aspect for substitutes to understand and follow. Student information is private and must not be discussed with anyone who does not have an educational need to know. Those with an educational need include the student's teacher(s), principal, assistant principal, counselor, special education service provider, and parent. No other individuals should have information about the student provided to them. Requests for information are to be directed to the campus administrator.

Confidentiality Reminders:

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Do

- Talk with the special education teacher/campus administrator if there are any questions about the needs of the students in class.
- Keep all student records and reports in a secure location.
- Discuss students in your class only with others who have an educational need to know, and always do so in a private setting.
- Refer parents to the student's permanent teacher or campus administrator.
- If you are a long-term sub, please conference with your principal.

Do Not

- Talk about the students in the hallway, lounge, or any other public area.
- Leave confidential student information on your desk or any area where others can have access.
- Talk about students to staff who do not provide services to the student (i.e. those without educational need).
- Discuss your concerns with the parents. Report concerns to the sped team leader/campus administrator to address with the parents.
- Mention other students' names in non-school necessitated conversations.
- Take pictures or record (audio or video) students.
- Remove student work assignments, tests, or papers from any campus.

Substituting and the Implementation of Student Section 504 Plans

Section 504 is a non-discrimination civil rights law that prohibits agencies that receive Federal funding from discriminating against persons with disabilities based on disability. Section 504 includes students with disabilities who qualify for Section 504 protections for other disabilities such as dyslexia, diabetes, food allergies, and others that do not fall under the IDEA regulations or require Specially designed instruction. Placement" of students in Section 504 (§504) usually refers to the regular education classroom with individually planned accommodations by the Campus §504 Committee

Section 504 students are between the ages of three and twenty-two years of age who meet the following definition of disability:

- Has a physical or mental impairment, or have a record of impairment (anti-discrimination prong, only); or who are regarded as having such an impairment (anti-discrimination prong only)
- The impairment substantially limits the student in one or more major life activities

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Projector and BenQ Cheat Sheet

How to use the Projector/Interactive Board

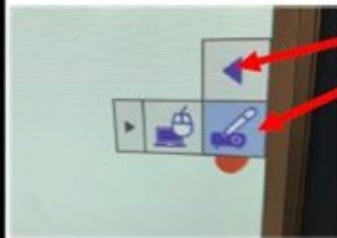
Projector



- Turn on projector/To turn it off press button twice.
- Select HDMI for interactive .
- Select Computer if you want mirror your computer screen.



Interactive Board



- Select HDMI
- Click arrow on the right side of the board.
- Select your tool. You can use the pen or the mouse



- Select white board or blackboard.
- Select ink color
- Eraser

Hover Camera



- Click HoverCam Flex 10 icon on your desktop



- Turn on your camera

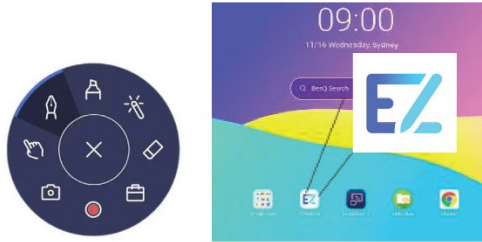


- Place document under camera



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- Power Button is on the bottom right corner for most displays
- You can directly connect to the BenQ using an HDMI connection
- EZWrite(whiteboard) is available on all displays and there is a blank white board to utilize



- How to use InstaShare from the Loaner Laptop
 - Open the InstaShare 2 app, open the InstaShare on the BenQ, type in code on the computer and connect
 - Extend the desktop so you have multiple displays, you can move by dragging to the right from the laptop to the BenQ

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Emergency Plans



Classroom Teacher Emergency Response

Each classroom teacher has three actions in an emergency:

Account

Everyone with you should respond. Quickly scan the room and account for all students as you begin to respond.

Respond

Follow the appropriate response in accordance with the Standard Response Protocol. Every staff member should periodically review the SRP information posted in the classroom and on the district website.

Communicate

Report missing or injured students or staff. Follow proper response procedures then notify campus administrators when safe to do so.

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Emergency

Classroom Quick Reference Guide



Teachers

Each teacher has three actions in emergency response:

1. **Account:** Everyone with you should respond.
2. **Respond:** Follow the appropriate SRP response.
3. **Communicate:** Report missing or injured students.

Emergency Services	
Police/Fire/Ambulance	911
Crandall Police Department	972-427-3767
Crandall Fire Department	972-427-3996
Crandall ISD PD	972-427-6199
School District Emergency Numbers	
Chief of Communications	972-427-6199
Emergency Manager	214-675-7069



LOCK DOWN! (Locks, Lights, Out of Sight)

When: Anytime there is an imminent threat by another person or multiple people of death or bodily injury to students or staff, inside or immediately outside the building.

Call 9-1-1 and make an announcement via the public address system

Command: "Lockdown! Locks, Lights, Out of Sight (X2), give details, if possible (where is the danger, what type of weapon, description)

Response:

- ☐ Close and lock window(s), Close shades/shutters, Close and lock door(s), Silence your phone
(Note: Doors should be shut and locked when teaching students throughout the day)
- ☐ Get class roster, emergency/crisis plan, and Go-Kit
- ☐ Move to pre-determined safe area, out of sight of the door. If possible, push something in front of door
- ☐ Take attendance, check for injuries, stay away from door(s) and glass
- ☐ If safe, send text concerning missing students to campus administrators
- ☐ Ignore all school bells, if the fire alarm sounds, remain in room unless smoke or flames are present
- ☐ Stay in room until law enforcement enters and gives you instructions, DO NOT OPEN THE DOOR FOR ANY REASON

SELF-EVACUATION: If not in a locked space when the LOCKDOWN announcement is made, move with your class to the nearest exit and then away from the campus. Contact district administrators or law enforcement when safe.



SECURE! (Everyone inside, Secure the perimeter)

When: Something unsafe is happening outside the building in the neighborhood or area. (e.g., police activity, house fire, gas leak, stray animals, etc.)

Secure may be initiated by law enforcement, district emergency manager, or by campus staff. * If initiated by staff, call 9-1-1

***In all cases, make an announcement via public address system.**

Command: "Secure, Secure the perimeter. Secure, secure the perimeter" Bring students inside from outdoors and lock all exterior doors."

Response:

- ☐ Bring students inside, if outside the building
- ☐ Closely monitor students, nobody leaves or enters the buildings during passing periods
- ☐ Take roll, limit students who leave the classroom (e.g., restroom or office visits)
- ☐ Monitor class changes closely
- ☐ Take roll, notify campus administrators if any students are missing
- ☐ Continue teaching or business as usual
- ☐ Continue Secure until an "all clear" is given via the PA
- ☐ Increase situational awareness and alert campus administrators, if unusual activity is witnessed

NOTE: It is possible the Secure will be followed by a HOLD to keep everyone on campus in the classroom to limit class changes.

It is the policy of Crandall ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.



EVACUATE! To a Location

When: There is danger inside the building (e.g., fire, gas leak, bomb (threat) or a suspicious package)

Call 9-1-1 and activate the building fire alarm or make an announcement via the public address system

Command: “Evacuate the building to (designate the location).”

Response:

- ☐ Get class roster, get Go-Kit (with emergency/crisis plan), ensure all students with you exit
- ☐ Teacher should always exit first and check the hallway before leaving for any danger (fire, smoke, active shooter) (If fire blocks route, use alternate route or if active shooter, retreat back into classroom and LOCKDOWN)
- ☐ Shut classroom door as you exit and lead class safely to assigned evacuation area on that side of the building
- ☐ Be aware of suspicious activities, check ahead of you. Maintain positive control of students
- ☐ At evacuation zone, take role, check for injuries, notify campus administrators of missing or injured students (Display RED card if any issues, display GREEN card if no issues)
- ☐ Ignore all school bells. Follow all instructions. Stay until instructions or the ALL CLEAR is given

NOTE: If there is an active shooter present, it may be necessary to EVACUATE yourself and/or your class. You should move to the nearest exit and then away from the campus. Contact district administrators or law enforcement when safe.



SHELTER! (For Weather)

When: Use during severe weather or if a hazardous spill is reported and you are told to shelter

Shelter may be initiated by law enforcement, district emergency manager or by campus staff.

***In all cases, make an announcement via the public address system.**

Command: “Take Shelter for weather” (if issue is HAZMAT, announce appropriately)

Response:

- ☐ Move class to pre-determined shelter area (reference Shelter map at door) (Close and lock door on exit)
- ☐ Get class roster, emergency/crisis plan, Go-Kit and close and lock when leaving room
- ☐ Take attendance, check for injuries, account for any missing students
- ☐ When safe, report any missing or injured students to campus administrators
- ☐ Stay only in marked shelter areas until the ALL CLEAR or instructions are given



Hold! (In your classrooms, nobody in the halls)

When: When it is necessary to keep students clear of halls for an emergency or other incident. (e.g., medical emergency, water leak, big spill, maintenance issue, power outage, as part of a Secure, etc.)

Hold may be initiated by law enforcement, district emergency manager, or by campus staff.

***In all cases, make an announcement via the public address system.**

Command: “Hold in your classroom, nobody in the halls”

Response:

- ☐ Close and lock window(s) Close and lock door(s) (doors should be locked at all times when students present in classroom)
- ☐ If outside or in cafeteria, remain in those areas, unless the situation causing the Hold is present where you are located
- ☐ Take attendance to account for students
- ☐ Notify campus administrators of any missing students
- ☐ Ignore all school bells
- ☐ Stay in Hold location until the ALL CLEAR is given

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