



**2025-2026**

# **SUBSTITUTE HANDBOOK**

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## SIGNIFICANT CHANGES TABLE

Date	Section	Change Description	Approved By
06/20/2025	Verification of Substitute Service	Clarified requirement for certified substitute service to qualify for salary credit; added May 1 deadline.	HR Department
06/20/2025	Daily Pay Rates	Updated policy on full-day vs. half-day pay based on assignment duration.	HR Department
06/20/2025	Jobulator and Frontline App	Noted decommissioning of Jobulator app and provided updated Frontline resources.	HR Department
06/20/2025	Work Hours	Added policy on early leave/late arrival consequences (3+ instances may lead to removal or termination).	HR Department
06/20/2025	Substitute Folder	Defined required contents and return procedures for substitute folders.	HR Department
06/20/2025	Attendance Accounting	Clarified that substitutes must follow campus-specific attendance procedures and not delegate to students.	HR Department
06/20/2025	Long-Term Substitute Assignments	Added policy on declining long-term assignments resulting in semester-long ineligibility.	HR Department
06/20/2025	Substitute Evaluations and Removals	Expanded list of unacceptable behaviors and clarified disciplinary actions.	HR Department

## 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 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. To assist you in your job as a substitute, we have created this handbook to address various subjects.

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

If you have questions or concerns, please e-mail the Substitute Office at the address below. We will be happy to help you now and anytime throughout the year.

### Office Hours

Office visits are by appointment only

Monday – Thursday 7:30 AM – 4:30 PM

Friday 7:30 AM – 4:00 PM

Mark Henry Administration Building

11440 Matzke Rd.

Cypress, Texas 77429

281-897-4023 | Phone

For all Sub Office-related questions, e-mail [suboffice@cfisd.net](mailto:suboffice@cfisd.net)

### Office Staff

- Jerri St. John - Assistant Director, Human Resources [Jerri.StJohn@cfisd.net](mailto:Jerri.StJohn@cfisd.net)
- Cydney Garza – HR Coordinator [Cydney.garza@cfisd.net](mailto:Cydney.garza@cfisd.net)
- Kimberly Wood - Administrative Assistant [Kimberly.Wood@cfisd.net](mailto:Kimberly.Wood@cfisd.net)
- Gabriella Juarez - Payroll Assistant [Gabriella.juarez@cfisd.net](mailto:Gabriella.juarez@cfisd.net)
- Ashley Keller - HR Specialist [Ashley.Keller@cfisd.net](mailto:Ashley.Keller@cfisd.net)

### Online Substitute Resources

Visit the Substitute page online at [www.cfisd.net/sub](http://www.cfisd.net/sub) for various resources and information.

- Campus representatives
- Payroll
- Absence system
- Forms



## DISTRICT CALENDAR

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For the most current district calendar, please visit <https://www.cfisd.net/calendar>.

### 25-26 Important Dates

- Aug. 4-12- Professional Days
- Aug. 13- First Day of School
- Sept. 1- Student/Staff Holiday
- Oct. 10- Teacher Work Day/School Closure Make-up Day (Student Holiday)
- Oct. 13-14- Student/Staff Holiday
- Nov. 3- Student/Staff Holiday
- Nov. 4- Teacher Work Day/School Closure Make-up Day (Student Holiday)
- Nov. 24-28- Student/Staff Holiday
- Dec. 19-Jan. 2- Student/Staff Holiday
- Jan. 5- Professional Day
- Jan. 19- Student/Staff Holiday
- Feb. 13- Professional Day
- Feb. 16- Teacher Work Day/School Closure Make-up Day (Student Holiday)
- March 9-13- Student/Staff Holiday
- April 3 - Student/Staff Holiday
- April 6 - Professional Day
- May 25- Student/Staff Holiday
- May 28- Last Day of School
- May 29- Professional Day

### 25-26 Grading Periods

#### Elementary Grading Periods

- Aug. 13 – Oct. 9
- Oct. 15 – Dec. 18
- Jan. 6 – March 6
- March 16 – May 28

#### Secondary Grading Periods

- Aug. 13 – Oct. 9
- Oct. 15 – Dec. 18
- Jan. 6 – March 6
- March 16 – May 28

## OUR SCHOOLS

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For a current copy of the district map, go to <https://www.cfisd.net/map>.

Please be aware of the 2025-2026 school hours. The district is adjusting campus bell schedules and lunch periods for the 2025-2026 school year due to the nationwide shortage of school bus drivers and nutrition services workers. The adjusted bell schedules will ensure more consistent bus pickup and drop-off times for our students and will reduce the number of school bus drivers needed per tier. The adjusted lunch periods will shorten the meal lines and decrease the number of students per lunch period.

### High Schools (Tier 1) - 7:15 a.m. – 2:40 p.m. and 4 lunch periods

- Bridgeland High School
- Cy-Fair High School
- Cypress Creek High School
- Cypress Falls High School
- Cypress Lakes High School
- Cypress Park High School
- Cypress Ranch High School
- Cypress Ridge High School
- Cypress Springs High School
- Cypress Woods High School
- Jersey Village High School
- Langham Creek High School

### Alternative Campuses (Tier 1) – 2:40 p.m. and 4 lunch periods

- Carpenter Center
- Alternative Learning Center East
- Alternative Learning Center West
- Carlton Center
- Leonard Brautigam Center

### Middle Schools (Tier 2) - 7:45 a.m. – 3:10 p.m. and 6 lunch periods

- Anthony Middle School
- Bleyl Middle School
- Cook Middle School
- Dean Middle School
- Goodson Middle School
- Kahla Middle School
- Salyards Middle School
- Thornton Middle School
- Truitt Middle School
- Aragon Middle School
- Arnold Middle School
- Campbell Middle School
- Hamilton Middle School
- Hopper Middle School
- Smith Middle School
- Spillane Middle School
- Sprague Middle School
- Watkins Middle School
- Labay Middle School
- Rowe Middle School

Elementary Schools (Exception) - 8:40 a.m. – 4:05 p.m.

- Jowell Elementary School

Elementary Schools (Tier 3) - 8:15 a.m. – 3:40 p.m.

- Ault Elementary School
- Bane Elementary School
- Bang Elementary School
- Copeland Elementary School
- Duryea Elementary School
- Emery Elementary School
- Emmott Elementary School
- Fiest Elementary School
- Hairgrove Elementary School
- Hancock Elementary School
- Kirk Elementary School
- Lamkin Elementary School
- Lee Elementary School
- Lowery Elementary School
- McFee Elementary School
- McGown Elementary School
- Metcalf Elementary School
- Moore Elementary School
- Postma Elementary School
- Reed Elementary School
- Rennell Elementary School
- Sampson Elementary School
- Sheridan Elementary School
- Swenke Elementary School
- Walker Elementary School
- Willbern Elementary School
- Wilson Elementary School

Elementary Schools (Tier 4) - 8:45 a.m. – 4:10 p.m.

- Robison Elementary School
- Adam Elementary School
- André Elementary School
- Birkes Elementary School
- Black Elementary School
- Brosnahan Elementary School
- Danish Elementary School
- Farney Elementary School
- Francone Elementary School
- Frazier Elementary School
- Gleason Elementary School
- Hamilton Elementary School
- Hemmenway Elementary School
- Holbrook Elementary School
- Holmsley Elementary School
- Hoover Elementary School grades PK-2
- Horne Elementary School
- Keith Elementary School
- Lieder Elementary School
- M. Robinson Elementary School
- Matzke Elementary School
- Millsap Elementary School
- Owens Elementary School
- Pope Elementary School
- Post Elementary School
- Tipps Elementary School
- Warner Elementary School
- Wells Elementary School
- Woodard Elementary School
- Yeager Elementary School

## GENERAL INFORMATION

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 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, and teacher assistants. 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/insurance](http://www.cfisd.net/insurance).

### 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 at the discretion of the building principal or designated supervisor working in conjunction with the Substitute Office.

### Verification of Substitute Service for Salary Credit

If you served as a substitute teacher while holding a valid teaching certificate, you must request your substitute service record to verify your years of service. This requirement applies even if you are currently employed with CFISD.

To be considered for salary credit for the upcoming school year, all required substitute service records must be submitted by May 1st of the current school year.

Please note: Substitute service performed without a valid teaching certificate does not qualify for salary credit. Employees are encouraged to obtain and submit their records as early as possible to avoid delays in service verification.

### Verification of Substitute Service Request

To request verification of the substitute service request, please complete the form at the following link:

<https://resources.finalsite.net/images/v1747316305/cfisdnet/rvzphbbbf9qxx6dhnae/24-25VerificationofSubtituteServiceRecord.pdf>

## RETIREMENT INFORMATION

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As each situation is different, it is advised that all TRS 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

<https://www.trs.texas.gov/>

All substitutes pay into a pension plan in lieu of paying into Social Security. The non-TRS pension plan requires a contribution of 7.5%. The TRS pension plan requires a contribution of 7.7%.

Substitutes choosing to serve in vacancy positions rather than filling in for absences are required to pay into TRS. It is advised that substitutes establishing a TRS account for the first-time contact TRS and/or the Social Security Administration to determine how this could impact Social Security distributions upon retirement.

**Social Security Administration**

1-800-772-1213

or

1-866-331-3277

[www.ssa.gov](http://www.ssa.gov)

Please refer to the district website for resources on retirement options. This information can be found online at <https://www.cfid.net/sub>.

## 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 online to the State Board for Educator Certification (SBEC) [www.tea.state.tx.us](http://www.tea.state.tx.us), to complete fingerprinting. 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 to submit your receipt to the Substitute Office prior to being considered a substitute.

### Non-Certified Applicants

Non-certified personnel who apply for a substitute position receive the information for fingerprinting via email. This email will come from the Substitute Office. It will contain instructions on how to make an appointment at a convenient location. While you are permitted to make an appointment at any approved fingerprinting facility, the district does operate its own fingerprinting facility to ensure the availability of timely appointments. You will be required to submit your receipt to the Substitute Office prior to completing the hiring process.

## SECURITY BADGES & PARKING

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### Security Badges

For the safety of our staff and students, all substitutes must wear an official CFISD security badge at all times during normal working hours. The badge must be clearly visible, except in cases where the type of work does not permit the display. Failure to wear this badge constitutes a breach of district security and may result in the substitute being asked to leave the campus without payment for the assignment.

Substitutes will be photographed during the fingerprinting process or while completing the I-9 process. An ID badge will be prepared for the substitute's use at no cost to them. Substitutes must present a Texas driver's license or photo ID to obtain the badge.

There will be a \$10.00 replacement fee for all lost badges, which must be paid directly to the District. If a security badge is mutilated or damaged, a replacement will be provided at no cost to the substitute; however, the substitute must present the damaged badge when requesting a new one. Substitutes must notify the Substitute Office immediately if a badge is lost. The fee must be paid online—at [SchoolCashOnline.com](https://SchoolCashOnline.com): [Fee Details](#).

### School Parking

Parking instructions are only required on CFISD high school campuses. Please review the sub-notes for instructions.

## DAILY PAY RATES

Substitute positions that require more than half a day's duty will be paid for a full day. If a position requires less than half a day, it will be compensated at the half-day rate. The campus reserves the right to change the current assignment or schedule at the discretion of the principal or their designee.

The most current pay rates can be found online at <https://www.cfisd.net/sub>.

### 2025-2026 Board-Approved Substitute Pay Rates

Role	Full Day Rate	Half Day Rate
Degreed/Certified/Retiree Substitute Teachers	\$110.00	\$55.00
Substitute Nurse	\$110.00	\$55.00
Non-degreed Substitute Teachers	\$102.00	\$51.00
Substitute paraprofessionals (campus)	\$85.00	\$42.50
Substitute paraprofessionals (administrative building)	\$90.00	\$45.00
Substitute Paraprofessional (Life Skills/ESCE/AB/Deaf Ed)	\$95.00	\$47.50

## 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. To view paycheck stubs, please log into the Employee Access Center (EAC). If you have any concerns, please email [Subpayroll@cfisd.net](mailto:Subpayroll@cfisd.net).

## Helpful Payroll Hints

- Substitutes may view their assignments via Frontline/AESOP at <http://app.frontlineeducation.com>.
- 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 sub-rep to discuss any discrepancies.
- Substitutes should verify all assignments daily by viewing the history tab in the Frontline/AESOP system.
- All assignments will have a confirmation number. Confirmation numbers are assigned via the Frontline/AESOP system and are always available to you.
- In most cases, errors will be corrected on the next payroll.
- Please note that substitutes are required to sign in and out with the campus sub rep. This can be very helpful in the event of discrepancies.



## FRONTLINE EDUCATION – ABSENCE MANAGEMENT

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### Frontline Education

Cypress-Fairbanks ISD utilizes the Frontline Absence Management System. All absences are entered, fulfilled, and tracked using the Frontline system. This service utilizes the internet, telephone, and mobile app 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 Frontline website at <http://app.frontlineeducation.com>.

You can also download the Frontline Education mobile app from the iOS App Store or Google Play Store.

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-workdays, update their e-mail address, and set campus and call time preferences. **Changes to your phone number cannot be made online and must be updated via the Employee Access Center (EAC).**

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 p.m.** 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-workdays for days they are unavailable to accept assignments.**

Training is provided during orientation on the use of the Frontline system.

### Jobulator and Frontline App

Frontline is no longer connected with Jobulator. On July 3, 2024, Frontline Education officially sunsetted the Jobulator app, meaning it no longer receives support, and it was fully decommissioned on December 31, 2024.

Click on the links below to access the resources for Frontline:

- [Frontline Education Absence System \(formerly Aesop\)](#)
- [Substitute Frontline Mobile App](#)
- [Substitute Mobile Quickstart Guide](#)
- [Finding and Accepting Jobs on the Mobile App](#)
- [Important Substitute Information](#)

## NON-WORKDAYS, RESIGNATION & REACTIVATION

Please be aware of the following definitions:

- **Active Substitute** - one who is available to be called by the automated system or has access to login and accept assignments.
- **Inactive Substitute** - one who has been blocked by the substitute office and cannot listen to or accept assignments.

### Non-Workdays

If you have days or partial days that you are unable to substitute, you can create non-workdays so that Frontline/AESOP will not offer you assignments on those days. Please note that adding a non-workday to your calendar limits your availability.

### Inactive Substitutes

The Substitute Office conducts regular reviews of all substitute files throughout the year. To remain active, substitutes are expected to accept at least four assignments within a 30-day period. If this requirement is not met, the substitute may be moved to inactive status. Maintaining an accurate and active substitute pool ensures we can effectively meet the needs of our campuses and students.

If a substitute is made inactive, they will need to reapply and undergo the hiring process to resume substituting.

### Resignations

Substitutes may resign at any time, with or without cause, and may also be dismissed at any time, with or without cause. If you wish to resign from the substitute list, please send an e-mail to [SubOffice@cfisd.net](mailto:SubOffice@cfisd.net). Your name will be blocked in the automated system, and you will no longer receive phone calls.

### Reactivation

At the end of each school year, all active substitutes considered to be in good standing will be invited to reactivate for the 2025-2026 school year. A reactivation period will open during late spring and early summer, and substitutes who wish to reactivate will follow the online reactivation process. You must reactivate in order to continue employment for the 2025-2026 school year.

Information regarding the process will also be posted as a web alert in Frontline and emailed to the personal email addresses on file.

During the online reactivation process, substitutes will:

1. Digitally sign the Letter of Reasonable Assurance.
2. Digitally sign the Substitute Acknowledgement.
3. Digitally Accept/Decline the Health Care Election Form.
4. Receive information regarding changes impacting substitutes in the next school year.

### Employment and Termination

Substitutes may be terminated for poor performance, misconduct, or failure to meet District expectations. Termination may also occur for the following reasons:

- Repeatedly leaving early from assignments, being late to assignments, or frequently canceling accepted positions.

- Failing to accept and complete at least four assignments within 30-day periods of the current school year
- Failing to accept the District's **Letter of Reasonable Assurance of Continued Employment** by the assigned deadline

If terminated for any of the above reasons, the substitute will not be eligible for rehire in the following school year.

## SUBSTITUTE DRESS AND GROOMING EXPECTATIONS

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The dress and grooming of District employees will 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 District employees are role models and should dress accordingly to reflect good judgment and the high standards of the community:

- No apparel or grooming that has or may have an adverse impact on the educational process is permitted. Specifically, District employees are not permitted to wear shirts or pants with writing or emblems unless it is campus or District-related. Generally, jeans are allowed on designated spirit days.
- The dress and grooming of District employees will be professional, clean, neat, and appropriate for the job assignment; hair should be a natural color. Consideration will be given to staff members' content area assignments, grade level assignments, special program assignments, or department assignment.
- Professional dress for men includes dress slacks and collared shirts with appropriate shoes and socks.
- Professional dress for women includes dresses, slacks or skirts with appropriate blouse/top and shoes.

**Please note:** Campuses have the option to schedule casual spirit days or special event days. The principals or supervisors, in collaboration with their staff members, may set additional guidelines to meet the needs of the specific campus or building.

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

## PROFESSIONAL EXPECTATIONS

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### Confidentiality

When working with any student under your care, it is imperative that you, as a substitute, stay mindful of the role of confidentiality in your job. All students deserve and are guaranteed their academic, physical, and mental attributes remain confidential.

As a substitute, you will be privy to information as you work with different groups of students in different schools and different areas of substituting. Failure to maintain confidentiality about ALL aspects of a student's performance will result in your removal from a campus and could result in your permanent removal as a substitute from Cypress-Fairbanks Independent School District.

Tips to keep confidentiality from becoming a problem:

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

### 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 also vary.

- The hours listed in Frontline are the student hours, not staff or substitute work hours.
- The substitute must report to the campus sub-representative's desk to sign in at **least 20 minutes** prior to the start of class.
  - You will receive the schedule for the day, attendance procedures, safety and security procedures, and any other special instructions for the assignment.
- The substitute should not sign out any earlier than 15 minutes after the school's end time. If the substitute is on an elementary campus, they must perform carpool or bus duty before signing out. For other campuses, ensure that the room is intact and tidy.
- Long-term substitutes work the campus staff hours.
- Substitutes are expected to familiarize themselves with the locations of schools in their selected areas. For a list of campuses and their respective addresses, refer to <http://www.cfid.net/map>.
- If a substitute becomes ill and needs to leave an assignment, they must inform the campus substitute representative immediately so that another teacher may be assigned to cover the class.
- Substitute positions that require more than half a day's duty will be paid for a full day. If a position requires less than half a day, it will be compensated at the half-day rate. The campus reserves the right to change the current assignment or schedule at the discretion of the principal or their designee.
- Substitutes are guaranteed a 30-minute duty-free lunch when working a full day. The campus assigns this lunch period. **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**

**campus sub-representative to determine if accommodations can be made.**

- Substitutes are not guaranteed a conference period unless serving in a long-term position. Long-term substitutes do receive a conference period; however, the campus substitute representative or administrator may request that the substitute 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.
- Requesting to leave early is not acceptable; a substitute must remain for the duration of the school work hours. Three or more requests to leave early or arrive late may result in removal from the campus, suspension, or termination.

### Canceling Job Assignments

Most assignments canceled on the same day remain unfilled. Cancelling as early as possible will give other substitutes the opportunity to cover the assignment. You are strongly encouraged to contact the campus sub-representative at the campus as well as cancel the assignment. This is an excellent practice to formulate in the area of “professional courtesy and responsibility.” **If you must cancel an assignment online or via phone on the day of the assignment, please cancel as soon as possible.**

**Never cancel an assignment with one school to accept an assignment with another school.** This is unacceptable and will be addressed accordingly. *Additionally, the Frontline/AESOP system will automatically create a system-generated non-workday that will block you from being able to accept another job if you cancel less than 24 hours before the assignment.*

**IMPORTANT: THE SUBSTITUTE OFFICE CANNOT CANCEL A JOB FOR YOU.**

### No Call/No Show

It is your responsibility to cancel an 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. Three or more No-Call/No-Show incidents can result in removal from campus, suspension, or termination.

Failure to report for an assignment without properly canceling the job or notifying the sub-representative may result in removal from the campus, suspension, or termination.

### Late Calls

Should a substitute receive a late call request via the system, they should call the campus to confirm the job is still available and provide the sub representative with an expected arrival time. The substitute is expected to arrive at the school within one hour (1).

### Substitute Arrives/Is Late

If you are running late, make every effort to call the campus sub-rep to inform them of your status. Create a directory of the campuses where you substitute to facilitate contact. A list of campus sub-representatives can be found at [www.cfid.net/sub](http://www.cfid.net/sub). Should a substitute run late but still be able to arrive prior to the school’s start time, the campus sub 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 campus sub-representative may elect to cancel or reassign the job.

Three or more late arrivals or early leave requests may result in removal from the campus, suspension, or termination from the District.

## Substitute Folder

The provided substitute folder should include the lesson plans for each day, the class roster and/or seating chart, campus safety procedures, the daily schedule, the attendance roster, and instructions on lunchroom procedures and policies. It should be returned to the designated building area or any other location specified by the employee.

## Attendance Accounting

The substitute representative will inform the substitute about when and how attendance should be checked. The procedure may vary according to the school. Do not allow students to check attendance.

## Lesson Plans

Lesson plans are designed to provide a structured system for teachers, principals, substitutes, or monitoring teams to use, outlining how teaching and learning will occur. The plans demonstrate the instructional strategies needed to deliver the curriculum effectively and ensure that student achievement is prepared and documented.

**Always follow the lesson plans provided by the teacher and seek help if you need additional activities. Do not bring any materials into the classroom that have not been authorized by the teacher or campus leadership/academic leaders.**

Lesson plans should address five basic areas:

- What is to be taught?
  - Brief description of the objectives/skills/concepts and TEKS
- How is the lesson to be taught?
  - Description of the teaching and learning activities
- What variety of materials and resources are used?
  - List of textbooks, manipulatives, 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 the 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.

## Sleeping

Sleeping is unacceptable at any time during an assignment, and any reports of sleeping will be addressed accordingly. A substitute must remain alert, active, and fully awake during an assignment to ensure the safety of our students. If you are not feeling well, please do not report to an assignment, and please cancel the assignment as soon as possible. Should you become ill during an assignment, please notify the campus staff immediately.

## Electronic Media

Employees are prohibited from communicating with students who are enrolled in the district through electronic media, except as set forth herein. An employee is not subject to this prohibition to the extent the employee has a pre-existing social or family relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization.

The following definitions apply for purposes of this section on Electronic Media: "Electronic media" includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video and photo sharing sites (e.g., YouTube, SnapChat, Instagram), editorial comments posted on the Internet, and social network sites (e.g., Facebook, 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. See Personal Use of Electronic Media below. Unsolicited contact from a student through electronic means is not a communication.

"Authorized Personnel" includes classroom teachers, counselors, principals, assistant principals, directors of instruction, coaches, campus athletic coordinators, athletic trainers, and any other employee designated in writing by the superintendent or a campus principal.

## Personal Use of Electronic Media

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct.

If an employee's use of electronic media violates state or federal law or district policy or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for maintaining privacy settings appropriate to the content.

**Employees are prohibited from communicating with students through a personal social network site.**

It is inappropriate and unacceptable to discuss or solicit students' personal information, including email addresses or information located on websites such as "Facebook" or other similar sites. Additionally, it is inappropriate to share your personal e-mail or social media (Twitter, Instagram, SnapChat, 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.

Under no circumstances is a substitute to share his/her personal email address or phone number(s) with students for any reason.

## Electronic Devices in the Workplace

Cypress-Fairbanks ISD is committed to high standards in the workplace requiring the focus of all employees on contributing positively to the education of students. To maintain these high standards, employees, including

substitutes, may not use personal electronic communications devices (tablets, cellular phones) that interfere with his/her performance of job responsibilities.

Substitutes may use cellular phones in the instructional process only if it is included in the lesson plans. Substitutes may also use cellular phones for business calls, including parent contacts, only during planning periods and other off-duty times during the instructional day. Substitutes should never make a phone call, including to the substitute office, while in the classroom. Personal calls may not be made or received during class periods. School district telephones are for district business; and personal use should be incidental and should not interfere with job performance.

### Cameras, Recordings, Cell Phones

- Substitutes may **NOT** use cell phones to text or call anyone, including parents, in the presence of students.
- Substitutes may **NOT** call, or text students or request students call or text the substitute for any reason.
- Substitutes may **NOT** record or take photos (using a camera, cell phone or any recording device) of any student at any time.
- Substitutes may **NOT** show students personal recordings or photos, at any time.
- Substitutes may **NOT** show internet videos/recordings without explicit instructions from the teacher, team leader, and/or department chairperson/administrator.

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

### Personnel-Student Relations

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

In addition to the prohibited actions described above, Penal Code 21.12 prohibits employees who hold a position as described in Section 21.003(a) or (b) of the Texas Education Code from engaging in sexual contact, sexual intercourse, and deviate sexual intercourse with an individual the employee knows is a student at any private or public primary or secondary school regardless of the student's age. Additionally, the statute prohibits any employee from engaging in online solicitation of a student regardless of the student's age if the student is enrolled in a school where the employee works or the employee knows that the student is enrolled at a public or private school, other than a school at which the employee works.

Board Policy FFI (Local) prohibits bullying of a student. Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism.



## Other Expectations

- Personal reading material brought onto a campus should be suitable for a public school setting. This material may **only be read during the allotted 30-minute duty-free lunch**.
- You must leave the classroom and instructional area 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 sub rep before leaving campus.
- **NEVER LEAVE A CLASS UNATTENDED—NOT EVEN FOR A FEW SECONDS.** Leaving a class unattended will result in the substitute's removal from that campus and may lead to 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. Additionally, it is considered professional courtesy to refrain from accepting assignments in your child's classroom.
- Do not solicit or advertise personal businesses, charity events, or fundraisers while on campus as a substitute. Do not hand out any informational materials on a campus without prior permission from the Substitute Office. This includes all organizations/companies. You are subject to termination should you solicit or advertise personal business on CFISD property.

## LONG-TERM SUBSTITUTE

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; or,
- a single substitute assignment for ten (10) or more consecutive days for teachers 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 substitutes certified in the appropriate area; however, non-certified, degreed substitutes may also be considered when a certified candidate is unavailable. Non-degreed substitute teachers are **not** eligible to serve in long-term assignments.

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:

- Working the campus staff hours;
- 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 before, during and after the school day as assigned by administrators on campus, and;
- Attending district-wide staff development (Long-term substitutes are not expected to attend staff development during non-school hours).

Long-term substitutes are not compensated for work performed during non-school time, such as grading papers, lesson planning, etc. As such, do not assume any extra duties (i.e. open house, rehearsals, meet the teacher, tutorials, trainings, etc.) without contacting the campus substitute representative on campus or the Substitute Office beforehand.

**If you decline a long-term assignment after acceptance, you will not be able to accept assignments for the rest of that semester.**

### Absences during a Long-Term Assignment

- Before accepting a long-term assignment, a substitute should pay careful attention to his/her 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 childcare, etc., to avoid a schedule conflict.
- Should a long-term substitute need to be absent, the campus sub rep 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 substitute absences in long-term assignments are as follows:**

<b>Length of Long-Term Assignment</b>	<b>Number of Absences Allowed in Long-Term Assignment</b>
10-24 days	2
25-49 days	3
50+ days	5

*If the length of a long-term assignment increases, i.e. originally 10-24 days and becomes 25-49 days, the number of absences allowed will increase according to the new length of the long-term assignment and will follow the rubric guidelines.*

However, if there are extenuating circumstances, the substitute should speak with the campus substitute representative on the campus who will then contact the Substitute Office. Failure to visit in advance with the campus concerning absences over the limits could result in the long-term assignment being cancelled and the recouping of long-term pay, if applicable. Any decision on the number of absences allowed above the limits recommended by the Substitute Office will be made by the building principal in conjunction with the Substitute Office.

**The building principal will make any decision on the number of absences allowed above the number recommended by the Substitute Office in conjunction with the Substitute Office.**

## Long-Term Compensation

The campus must initiate any request for compensation.

- A substitute in a long-term assignment will receive additional compensation for that assignment. Substitutes working as tutors/testers, counselors, nurses, 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 substitutes are not paid for school holidays, days missed for jury duty, illness, etc.
- **Long-term compensation is paid as the substitute works.** Long-term substitutes are encouraged to keep an accurate record of the number of days worked in that assignment to ensure their records match those of the campus. Should an assignment be shortened for any reason, or a substitute receives an overpayment for any reason, the substitute is required to reimburse the district for the amount overpaid and agrees that the district may deduct any wage overpayments from one or more of the substitute's paychecks. When possible, the overpayment will be recouped from long-term pay.

## Long-Term Teacher Assignments

### 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) Assignments

### Full Day Assignments:

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

### Half Day Assignments:

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

## SUBSTITUTE 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

It is the policy of the Cypress-Fairbanks Independent School District to provide an alcohol and drug-free workplace. As a condition of employment, each employee shall abide by the terms of the district's policy respecting an alcohol and drug-free workplace. The possession, use or being under the influence of alcohol, drugs or narcotics as defined in the Texas Controlled Substances Act by an employee while on district property or while working in the scope of assigned duties or while attending any district-sponsored activity is prohibited unless the drugs are prescribed by a licensed physician in the course of medical treatment.

Employees shall not manufacture, distribute, dispense, possess, use, or be under the influence of alcohol or drugs during working hours while at school or at school-related activities during or outside of usual working hours, including consumption of alcohol or drugs off campus and returning to duty.

### Tobacco Products and E-Cigarette Use

Employees will not use tobacco, tobacco products, electronic cigarettes (e-cigarettes), electronic vaping devices [vaping], personal vaporizers (PV), or electronic nicotine-delivery systems on District premises, in District vehicles [includes parking lots], nor in the presence of students at school or school-related activities. Refer to **DH (LOCAL)** and **GKA (LOCAL)**. Employees who violate this policy will be subject to disciplinary action, which may include a written reprimand, suspension without pay, or termination of employment as circumstances warrant.

### Possession of Firearms and Weapons

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined by **FNCG (LEGAL)**, on District property at all times. Exceptions to this policy occur when:

- Use or possession of a firearm by a specific employee is authorized by Board action. Refer to **CKE**.
- A District employee who stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or,
- The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. Refer to **FOD (LEGAL)**.

Pursuant to the provisions of Texas Penal Code 46.03, an employee commits an offense if, with a firearm, illegal knife, club, or prohibited weapon listed in Section 46.05(a), intentionally, knowingly, or recklessly goes on the physical premises of a school or educational institution. This prohibition extends to all school activities on or off campus and while riding any school transportation.

Additionally, pursuant to Texas Penal Code 46.035(b)(2), employees who are licensed handgun holders are prohibited from carrying a handgun, regardless of whether the handgun is concealed on or about the license holder's person, while on the premises or grounds where a high school, collegiate, or professional sporting event or interscholastic event is taking place, unless the license holder is a participant in the event and a handgun is used in the event.

## SUBSTITUTE EVALUATIONS AND REMOVALS

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Several campus-initiated forms are used to assess the quality of substitute services.

- 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.
- 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 reoccur.
- The **Substitute Removal Form** is issued for many reasons involving behavior that could be deemed unprofessional or unacceptable and could be considered grounds for immediate removal.

Each form has the option to remove the substitute from the substitute list at that campus.

Each form is reviewed and signed by the principal or designee prior to submission to the Substitute office.

**Substitutes may not, under any circumstances, contact any staff or administrators concerning evaluations or removals, or the outcome of any suspension. Contacting these individuals prior to resolution could result in dismissal from the district. All questions related to removals should be directed to the Substitute office.**

Notifications will be sent via Frontline/AESOP in e-mail form and will be generic. Suppose a substitute should receive an e-mail notification from Frontline/AESOP, as advised. In that case, they are directed to e-mail the Substitute office ([Suboffice@cfisd.net](mailto:Suboffice@cfisd.net)) to schedule an appointment to meet with the Assistant Director of the Substitute office.

Depending on the severity of the concern, the substitute may be immediately suspended. It will be unable to log in to the Frontline/AESOP system to accept any future assignments until the scheduled meeting has taken place. If appropriate, any outstanding assignments may also be removed from the substitute’s calendar.

The Assistant Director of the Substitute Office determines whether to impose an immediate suspension after considering the impact on the students and CFISD.

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

Depending on the severity of the situation, a single incident or concern, or several spanning multiple school years, may warrant the same thorough review. The Assistant Director of the Substitute Office and the Director of Human Resources will complete this review.

## Additional Information: Employment and Termination

The following behaviors are considered unacceptable and may result in removal from a campus or termination of employment. This list is not exhaustive; each situation will be reviewed individually, and decisions will be made based on the totality of circumstances. The primary goals of these expectations are to:

- Ensure the safety and well-being of students and staff,
- Maintain smooth campus operations with minimal disruption, and
- Support a positive and productive educational environment.

**Examples of unacceptable conduct include, but are not limited to:**

- Canceling job assignments at the last minute
- Failing to report for an assignment or to notify the school in advance of an absence
- Arriving late to an assignment
- Leaving an assignment prior to the duration of the school work hours or abandoning the classroom
- Taking students off-campus without authorization
- Not following the teacher's lesson plans
- Allowing students to engage in non-instructional activities (e.g., watching TV, using cell phones, listening to music) without prior approval
- Using the internet for non-instructional purposes not outlined in the lesson plan
- Refusing to perform duties assigned by an administrator (e.g., lunch duty, bus duty)
- Eating in the classroom outside of designated break times
- Leaving students or classrooms unattended
- Using inappropriate or unprofessional language
- Making derogatory remarks about the school, students, or staff
- Using profanity or obscene language
- Using personal electronic devices (e.g., cell phones, laptops, gaming devices) during class time
- Misusing school property or equipment for personal use
- Viewing or allowing access to inappropriate materials (e.g., offensive, inflammatory, or explicit content)
- Singling out students for undue or non-instructional personal attention
- Pressing personal religious, political, or moral beliefs on students or staff
- Any other behavior that raises concerns about the safety, security, or well-being of students and staff

## SUBSTITUTE TEACHERS AND PHYSICAL CONTACT

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Maintain a professional distance when assisting students. It is not appropriate to touch, pat, or place a hand on a student's shoulder. Additionally, pushing, shoving, physically moving, or blocking a student is unacceptable.

Inappropriate or overly aggressive physical contact is grounds for immediate dismissal. Special needs students and very young students may 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 of the Student Code of 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.
- Describe the student's behavior, not how you feel. For example, rather than writing "the student yelled and was disrespectful" you could write "the student raised his voice and told me 'You aren't my teacher, I don't have to listen'."
- 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 with the result.
- Daily folders at the elementary level are not typically the best place to communicate behavior concerns to parents or classroom teachers. If you are serving in a daily assignment and feel a child's behavior needs to be communicated to a parent, consult with a nearby teacher or the campus sub rep for guidance. Typically, leaving a note for the teacher to address the concern will suffice.
- If you are in a long-term job and have concerns regarding the behavior of a student, consult with a campus administrator on the proper process.



## SUBSTITUTE TEACHERS AND ACCIDENTS

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### 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 him/her to the clinic. Do not allow him/her 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.

## PROCEDURES RELATING TO CHILD ABUSE/NEGLECT

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

Abuse is defined by SBEC and includes the following acts or omissions:

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

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

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

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

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

## SEXUAL HARASSMENT

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

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

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

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

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

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

### 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 exhibit 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 avoiding some unpleasant outcome by exhibiting the misbehavior (e.g., she is getting out of assigned work).

Source: CHAMPS by Randall Sprick

Here some tips to handle misbehavior:

- 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.

#### 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.
- Recognizing students who are 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 excessively. The student may or may not know.
- React consistently. Don't get on the talker one day and ignore him/her the next. Never punish irrationally.
- Look for the reason behind the talking.
- Station yourself next to this student during presentations.
- Reinforce positive behavior.

### **Blurting Out**

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

### **Arguing**

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

### **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. See an administrator if you feel that a situation warrants parental contact.
- 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 are 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.

## **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 later.

**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 the difficulties you encounter personally. Remember, many problem behaviors have nothing to do with you. They are due to personal fears and needs or displaced anger toward someone else. Try to connect with the student to develop a relationship of trust and to communicate you care about the student as an individual.

## HELPFUL CLASSROOM MANAGEMENT PRACTICES

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- Post your name so that it is visible to students.
- Introduce yourself to staff and students. A substitute is expected to be easily understood by students and staff.
- Set out clear expectations for student behavior.
- Practice “wait-time.” Give the students time to process your instructions.
- Maintain a calm demeanor and a professional tone of voice in volume, attitude and age-appropriateness with students at all grade levels.
- Be actively engaged in classroom activities. Talking on your cell phone, texting, reading personal materials, or working on a computer is unacceptable. Sitting behind a desk uninvolved in the classroom may result in a substitute being removed from a campus list.
- Use proximity – walk around classroom.
- Use age-appropriate “attention getters.” **“Shut up!” is never acceptable.** At the elementary level, ask what attention getters are used on that specific campus. Turning the lights off should also be avoided.
- Always use appropriate language. Swearing, vulgarity, ethnic or racial slurs, or any other inflammatory language is unacceptable.
- 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 sub rep immediately. As with full-time employees, restroom breaks for substitute employees must be timed with conference/off periods and lunch.
- Should a personal emergency arise, seek help before leaving a class unattended.
- Handle minor disciplinary issues. Ask for assistance for major and/or repetitive disruptive behaviors.
- Be aware of such disciplinary methods as “time out,” “using offices” or “removing centers” when working on an elementary campus. Substitutes must ask questions on when, if, or how they should implement these procedures.



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

## NETWORK/INTERNET RESPONSIBLE USE GUIDELINES

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

### Network/Internet - Terms and Conditions

#### Training

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

#### 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 and employees may access material that may not be of educational value in the school setting.

#### Monitored Use

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

E-mail cannot be accepted in the following situations that would normally require a parent signature, such as: absence from school excuses, medication administration permission, permission to stay for after school tutorials, early release from school, or field trip permission slips.

Suspected violations of responsible use by employees should be reported to the Associate Superintendent for Human Resources. Suspected violations of responsible use by students should be reported first to the campus principal and, if necessary, by the campus principal to the Assistant Superintendent for Student Services.

If necessary, access to electronic mail accounts for instructional purposes must have campus and district prior approval. The district may allow secure, web-based, student accounts to support instruction. Students are prohibited from accessing unauthorized e-mail services while using district equipment.

Students and teachers may participate in district approved chat rooms in which teachers monitor all student interactions. Participation in computer-mediated conversation/discussion forums for instructional purposes

must be approved by curriculum and campus administration. Participation in non-district approved social networking sites, such as Facebook, etc., or the use of any anonymizing technologies (e.g. vtunnel) is prohibited.

The use of cell phones and other portable computing devices, such as iPods, tablets and laptops, can be used for instructional purposes only during the school day. Students using cell phones or other portable computing devices without teacher permission will be held accountable to the cell phone rule use set forth in the Student Code of Conduct.

The district has provided students with access to “Digital Lockers,” a network storage location for files. The “digital locker” provides an area where certain school-related student products can be stored from year to year, thus creating the student digital portfolio.

To enforce the Student Responsible Use Guidelines and to maintain the integrity of the network, digital lockers, shared network space, and any district storage space will be monitored by district staff and files such as games, or inappropriate images will be deleted. External electronic storage devices are subject to monitoring if used with district resources. Student disciplinary action may follow.

### **User Responsibilities**

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

1. The user in whose name a system account is issued will be responsible at all times for its proper use. Users may not access another person's account without written permission from a campus administrator or district level administrator.
2. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy.
3. Users may not redistribute copyrighted programs or data without the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, district policy, and administrative regulations.
4. Employees and students may not share sensitive district documents, such as test answer keys, via the Internet.
5. Students are not permitted to use district technology to search the Internet for noneducational purposes. This includes “free search/surf” of the Internet which is defined as unsupervised searching of the Internet without an approved educational purpose.
6. A user must not knowingly attempt to access educationally inappropriate material. If a user accidentally reaches such material, the user must **immediately** back out of the area on the Internet containing educationally inappropriate material. The user must then notify the teacher or campus/building administrator of the site address that should be added to the filtering software, so that it can be removed from accessibility.

## Publishing on the Internet

### Recognition

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

### Photographs

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

### Exceptions to the above

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

### Web Authoring

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

### Network Etiquette

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

- 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.
- Pretending to be someone else when sending/receiving messages is considered inappropriate.
- Transmitting obscene messages or pictures is prohibited.
- Revealing personal addresses or phone numbers of the user or others is prohibited.
- Be considerate when sending attachments with e-mail by considering whether a file may be too large to be accommodated by the recipient's system or may be in a format unreadable by the recipient.
- Using the network in such a way that would disrupt the use of the network by other users is prohibited.

## Inappropriate Use

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

### Commercial Use

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

### Vandalism/Mischief

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

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

These activities are prohibited unless approved for educational purposes.

### Electronic Mail Violations

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

### File/Data Violations

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

### System Interference/Alteration

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

### Unauthorized Disclosure

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

## SECURITY

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### **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.

### **Computer Software Policy**

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

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

Students, district employees, and volunteers may not duplicate any licensed software or related documentation for use either on the district's premises or elsewhere unless Technology Services is expressly authorized to do so by agreement with the licensor. Unauthorized duplication of software may subject the employee and/or the school district to both civil and criminal penalties under the United States Copyright Act.

Students, district employees, and volunteers may not give software to any third-party including relatives, clients, contractors, etc. district employees, students, and volunteers may use district-approved software on local area networks or on multiple machines only in accordance with applicable license agreements.

For further information regarding the purchase and installation of computer software, please call the district's Customer Care Center at 28-.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.

## 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 in Frontline. 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 monitor the district website, social media, and local news stations to determine if they should report to work.

The district's website and social media will be the first sources updated in the event of a school closure.

In addition, the district will call out to and text employees and community members through School Messenger. Text "Y" to 67587 to opt into alerts.

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 (100.3 FM)  
                              KKBQ-93Q (92.9 FM)  
                              SUNNY (99.1 FM)



# EMERGENCY OPERATIONS FOR SUBSTITUTES

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## Fire And Emergency Drills

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

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, 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 information and/or emergency information contained in the sub folder as posted in the classroom.
- Seek any needed clarification from regular staff or office staff.

### **Things to do: during an emergency**

- Stay calm.
- Keep students calm and quiet.
- Always supervise students.
- 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.

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

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

- Evacuate
- Lockdown
- Secure
- Hold
- Shelter (hazmat)
- Shelter (weather)

## Common Emergency Situations

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 campus/department.

Please be sure that you have the campus' emergency procedures in your sub folder or have access to them when you arrive on campus. If you do not, you are required to request a copy from the substitute representative on the campus.

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

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

- Each student-occupied space will have the primary and secondary evacuation routes posted. The assigned assembly point will be marked or described on the posted evacuation route sheet.
- Each instructional and non-instructional facility will post a floor plan of their building or campus showing your location in relation to the floor plan by indicating "you are here" and providing two evacuation routes to the exit area. Primary displayed in 'red' and Secondary displayed in "green."
- Evacuation maps will be consistent as to its orientation of the correct direction the person is facing when viewing the evacuation map.
- Each evacuation map shall indicate the location of each fire extinguisher, fire pull station, and AED (automated electronic defibrillator) in the area.
- The drill will be initiated using the fire alarm.
- Each teacher/substitute will take his/her class attendance sheet and the class emergency kit with him/her as he/she leads the students out using the posted evacuation route.
- Each teacher/substitute will check attendance when he/she arrives at the assigned assembly point. Any missing students will be reported to the assigned administrator.
- The PA system verbal announcement/signal will end the drill and signal that it is safe to return to the building.

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

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

- Each school will develop a lockdown plan that shows spaces where students can be secured behind locked doors when a lockdown is initiated.
- The drill will be initiated upon hearing the lockdown alarm or verbal announcement via PA – "Lockdown" (do not shout the directive) along with providing information about the threat.
- Each teacher/substitute will secure students currently in their classroom and any students within a few steps of the room.
- Each teacher/student will stay securely behind their locked classroom door until instructions are given over the PA system. If the classroom does not have a locked door, remove students from the view of an intruder.
- Evacuation and relocating to a predetermined area (rally point) may be necessary.

## **Secure**

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

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

**Shelter** - The response dictated when there is a hazardous materials release or a weather-related threat.

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

## **Hazmat Related**

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

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

## **Weather Related**

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

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

In the event of an emergency, contact a campus administrator.

## BLOOD BORNE PATHOGENS – UNIVERSAL PRECAUTIONS IN THE SCHOOL SETTING

**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.

### Handwashing

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

### 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.

### Personal Protective Equipment

Gloves (disposable latex or non-latex) – 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.

### 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.

### 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.**

## BLOOD BORNE PATHOGENS – GLOSSARY

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**Antibodies:**

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

**Antigen:**

A substance that induces the formation of antibodies.

**Asymptomatic:**

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

**Biohazardous:**

Infected or potentially infectious material.

**Body Fluids:**

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

**Blood:**

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

**Blood Borne Pathogens:**

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

**Carrier:**

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

**Contaminated:**

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

**Contaminated Laundry:**

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

**Contaminated Sharps:**

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

**Decontaminate:**

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

**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:**

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

**Immune Response:**

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

**Immune System:**

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

**Incubation Period:**

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

**HBV:**

Hepatitis B virus.

**HIV:**

Human Immunodeficiency Virus.

**Mucous Membrane Exposure:**

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

**Occupational Exposure:**

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

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

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

**Parenteral:**

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

**Pathogen:**

A microorganism or substance capable of producing a disease.

**Personal Protective Equipment:**

Specialized clothing or equipment worn to avoid a hazard.

**Prophylaxis:**

Observing rules necessary to prevent disease.

**Regulated Waste:**

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

**Skin Exposure:**

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

**Source Individual:**

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

**Sterilize:**

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

**Titer:**

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

**Universal Precautions:**

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

**Vaccine:**

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

**Virus:**

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

**Work Practice Controls:**

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



## WE APPRECIATE YOU!

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### **The Challenge**

A substitute is one of the most challenging assignments in our school system. All school personnel must establish and maintain a positive and respectful attitude toward the substitute and their work. Students should recognize the need and importance of the substitute's role and be encouraged to treat them courteously, kindly, and friendly. CFISD must uphold the high status that rightly belongs to the substitute.

### **The Commitment**

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

### **Our Thanks**

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