



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

*2011-2012
School Year*

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July 2011

Dear Cypress-Fairbanks Team Member:

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

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

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

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

Sincerely,

Dr. Mark Henry
Superintendent

FORWARD

As a CFISD substitute, you become a part of our instructional team. That team is, at all times, dedicated to the best interests of our students. By allowing instruction to proceed without interruption, your role is important in fulfilling our vision to prepare all students to graduate with the knowledge and skills to become productive and responsible citizens.

CFISD believes that there is no higher calling than working with the young people of our community. As we work to help our students achieve their dreams, we work with them to build a better future for all of us.

We are grateful for your contributions in service to young people, and we appreciate your willingness to engage with our staff in the important work of providing quality education to the young people of Cypress-Fairbanks ISD. We look forward to working with you to serve our CFISD students, and we wish you an exciting and rewarding experience.

I Came

by Linda Helbach, a substitute teacher

**When your kid had a temp of 103,
When you worked in the yard and fell out of a tree,
When your folks came to town, and you couldn't break free,
When you were scheduled for surgery, remember . . .
I came.**

**When you had jury duty, and you had to go,
When you had a traffic ticket, and you had to show,
When you endured that knee pain, and it started to grow,
When you had a meeting 'cause test scores were low, remember
. . .
I came.**

**When you were in need of a mental health day,
When you were on your last nerve with the kids that day,
When you had to go, you simply couldn't stay . . .
I had other plans, but called anyway . . . so
I came.**

**I'm often forgotten, I'm an unknown name.
My work and my style may not be the same.
Some glorious title I might never claim . . .
But I want you to remember, when called, I came.**

I am your substitute teacher.

FROM THE SUBSTITUTE OFFICE

Dear Substitute:

Welcome to Cypress-Fairbanks ISD. As a former classroom teacher, I want you to know how very much you are appreciated! We simply couldn't do it without you, and your willingness to become a part of our educational team ensures that our students will continue to experience the highest level of instructional excellence.

I encourage you to read this handbook, and refer to it often. I am sure that you have numerous questions, and the handbook has been designed to answer as many of those questions as possible. It includes basic information about policies and procedures, contact information for various offices and services, classroom management strategies, instructions for accessing Resources for Current Substitutes on our CFISD substitute website, and instructions for accessing SMARTFIND Express, the substitute management software system. This handbook does not constitute an employment contract with CFISD.

All communications of interest to our substitutes are made on our substitute website or via email. You will want to become comfortable with the on-line SMARTFIND Express Substitute System. The user guide is included in this handbook.

Please feel free to contact my secretary or me at any time. Our office hours are 7:30 am – 4:30 pm Monday through Thursday, and 7:30 am – 4:00 pm on Friday.

I want to leave you with the words of Dr. Hiram Ginott. I think they are some of the most valuable words ever written about educating children. All of us, parents, relatives, friends, teachers, paraprofessionals, administrators, nurses, librarians, bus drivers, coaches, substitutes – all of us educate children. With every word that we say, with every action that we take, we are role models for and teachers of children. After all, life itself is a constant classroom.

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

Again, my personal thanks for your willingness to serve our students. I am honored to work with you.

Susan Nyman, Manager
Substitute Office

SUBSTITUTE OFFICE

Susan Nyman

Manager, Substitute Office
susan.nyman@cfisd.net

Administrative Secretary

SUBSTITUTE OFFICE

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

ON-LINE HANDBOOK ACCESS

www.cfisd.net > Human Resources Department > [Resources for Current Substitutes](#)

ON-LINE PAYROLL CHECK STUB ACCESS

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

<https://webportal.cfisd.net>

PAY SCALE

Classification	Full Day	Half Day
Substitute Teachers/Testers/Nurses	\$90.00	\$45.00
Certified/HQ Teacher	\$90.00	\$45.00
Certified/Non-HQ Teacher	\$90.00	\$45.00
Degreed Teacher	\$90.00	\$45.00
Life Skills/PPCD Paraprofessionals	\$75.00	\$37.50
Substitute Paraprofessionals	\$65.00	\$32.50

METHOD OF PAYMENT

Substitutes are paid once a month, with paychecks covering days worked the previous month:

I worked days from:	Month to be paid:	Scheduled pay date:
August 1-31	September	September 15, 2011
September 1-30	October	October 15, 2011
October 1-31	November	November 15, 2011
November 1-31	December	December 15, 2011
December 1-31	January	January 15, 2012
January 1-31	February	February 15, 2012
February 1-28	March	March 15, 2012
March 1-31	April	April 15, 2012
April 1-30	May	May 15, 2012
May 1-31	June	June 15, 2012
June 1-30	July	July 15, 2012

Note: Monies are guaranteed by the official pay date. Should a substitute's pay not be present in the designated account or on the designated paycard by 8:00 PM on the pay date above, please contact **Kala Holler in Payroll at 281.897.4467**.

HELPFUL HINTS:

- Most jobs are connected to a job number. Do not accept jobs without a job number!
- Substitutes with job numbers DO NOT have to report their jobs to the Sub Office.
- Substitutes MUST keep a record of all job numbers worked!

- Job numbers are assigned by the system or provided by the campus sub rep.
 - DO NOT accept a job from a teacher or paraprofessional without a job number! *Teachers and paraprofessionals cannot guarantee jobs!*
- Substitutes may access their jobs via Webcenter for Substitutes at www.cfid.net, Human Resources, Substitutes. We advise that substitutes check their assignments before the end of each month. Notify the Sub Office immediately with any discrepancies.
- Notify the Sub Office immediately regarding pay discrepancies; however, do not do so without having all of your documentation ready. DO NOT contact the Payroll Department regarding any type of discrepancies.
- Errors will be corrected on the next month's payroll. Special checks will NOT be issued!

GENERAL INFORMATION

The Substitute Office operates under the direction of Human Resources. Substitute employees are persons employed by the district to work on a daily basis for a short duration period of time, as replacements for persons absent or on approved short-term leave, and shall be classified as substitute employees. Persons in this category shall include, but are not limited to, administrators, counselors, teachers, nurses, librarians, school clerks, teacher assistants, custodial and food services personnel, tutors, and testers. As such, substitute personnel shall not be eligible for benefits and privileges available to permanent, full-time employees.

CONDITIONS OF EMPLOYMENT

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

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

FREQUENTLY ASKED QUESTIONS

Please read before contacting Substitute Office!

1. How do I change my address?

Click the link "Resources for Current Substitutes" to visit our website for official change of address forms. Please download the form, complete it, and then choose one of the following options for submitting the form to our office:

- Fax: 281-897-4016
- E-mail:
- In person at 10300 Jones Road, Suite 244N

2. How do I change my school selections (data sheet)?

School selections may be changed once a year during Reactivation.

3. How do I receive my paycheck?

All substitutes are paid via direct deposit or debit card. No pay stubs are mailed. Monies are guaranteed on the actual pay date listed later in this handbook. You may access your pay stub by clicking the link webportal.cfisd.net.

Direct deposit or debit card forms are part of the initial application process. They may be found by clicking the link Resources for Current Substitutes. These forms may NOT be emailed or faxed. The original must be mailed or returned in person to the Substitute Office.

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

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

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

Contact the Substitute Office immediately! Substitutes must have their records (dates, job numbers, and job location) ready in order to discuss discrepancies. Failure to have records in order may delay corrections, if due.

6. What if I am overpaid?

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

7. When should I contact the payroll department directly?

You should contact Kala Holler in Payroll (e-mail Kala.Holler@cfisd.net or phone 281-897-4467) for the following:

- Missing paycheck or direct deposit - Remember, monies are not guaranteed until designated pay date!
- Failure to receive W-2 form by last day of January
- Change in direct deposit or debit card information
- Change in W-4 Information

NOTE: New W-4 forms are available for download at "Resources for Current Substitutes". They may NOT be faxed or emailed. The original must be returned in person to the Payroll Department. You may also change your tax information online at the [Employee Access Center](#).

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

Substitutes must go to the Security Office on Telge Road to receive a replacement badge. The cost of a replacement badge is ten dollars (\$10.00). Replacement badges will NOT have a new photo; it will be a simple replacement.

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

If the call comes late and you decide to accept the assignment, you must record the job number. Call the appropriate campus substitute representative and inform her that you will be late due to a late call. Failure to do this could result in the job being cancelled and the substitute not receiving payment. Please stay in contact with campus substitute representatives. A directory of these representatives is available for download at "[Resources for Current Substitutes](#)." Please utilize this feature.

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

Should you wish to return to and remain in good standing with that campus, the Substitute Office requires that you contact the campus substitute representative to inform them that you have cancelled. On the day of the assignment, you are required to cancel a minimum of one and one-half (1 ½) hours prior to the start of the assigned job. The campus does not need an explanation; however, they do need to know you have cancelled.

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

Campuses reserve the right to cancel any assignment if the substitute has not signed in twenty (20) minutes prior to the first bell. Classes must have coverage and our students are the first priority. The campus is NOT obligated to pay the substitute.

12. Can a campus change my original assignment?

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

13. Do teacher substitutes have conference periods?

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

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

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

- A. Verify the total number of days worked
- B. Verify beginning and/or ending date(s) of employment

15. Is the Substitute Office considered my "Place of Employment"?

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

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

16. Why do I have to be fingerprinted?

Fingerprinting is mandated by Senate Bill-9, the State of Texas, as an added measure to ensure the safety and security of our students. You must be fingerprinted by L1-Solutions, and your fingerprint profile must be recorded with SBEC, State Board for Educator Certification. A copy of your fingerprint receipt must be submitted to the substitute office

As a condition for hiring, all substitute applicants must be fingerprinted (Senate Bill-9 (SB-9) and undergo a background check. In subsequent years, all returning substitutes will be required to have a background check as part of the reactivation process.

Please read the following information carefully:

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

CONSEQUENCE OF FAILURE TO REPORT

Any employee, 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

Considerate 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 employee 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 employee is assigned.

CERTIFIED EDUCATOR APPLICANTS

Certified educators must go on-line to the State Board for Educator Certification (SBEC) www.sbec.state.tx.us. 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. Once you have received email notification that the name change has taken place, you will fill out a "Request for FASTPass" at your Substitute Applicant Training. Your FASTPass will be sent to your email account. Once you have received your FASTPass, a fingerprinting appointment may then be scheduled with any convenient L1 Solutions site by going on-line to www.L1enrollment.com. You will submit your receipt to the Substitute Office prior to being activated as a substitute.

NON-CERTIFIED APPLICANTS

Non-certified personnel who register for the Substitute Applicant Training will receive their FASTPass Request Form from the Sub Office at the training session. The Substitute Office will download your FASTPass, and email it to you. Upon receipt of a FASTPass, non-certified personnel must go on-line to www.L1enrollment.com to pay for and schedule an appointment at a convenient location. You will submit your receipt to the Substitute Office prior to being activated as a substitute.

IF YOU ARE CERTIFIED IN THE STATE OF TEXAS, PLEASE FOLLOW THESE DIRECTIONS!

How To Update Your “Educator Profile” for SBEC

Access the SBEC website at www.sbec.state.tx.us

1. Log-in to the right on the screen under “Educator Login”.
 - a. Returning User – If you know your user name and password.
 - b. New User? - If you have never created a profile. You will be directed to create an account by entering you name, SS#, and application you are applying for.
2. Forgot User Name/Password? – Enter your name, SS#, and birth date and you will receive your username and password immediately.

Note: If you don't know if you have a profile on file already, click on “Forgot User Name/Password?” and fill in the information required. If you receive a message that no information is found, you don't have an account and should log-in as a New User.

Note: Don't worry about entering your SS#. This is a secure site. SBEC already has your SS# on file. Entering it at this point only matches it so that the right document can be retrieved from their data base.

3. Make changes, if needed.
 - a. Make sure your FIRST and LAST NAME matches your FIRST and LAST NAME on your driver's license.
 - i. If you need to change your first or last name, you must submit an email to SBEC requesting this change. Click in the area directed on the site to begin this process. The middle name does not matter.
 - b. Make sure your DATE OF BIRTH matches your DATE OF BIRTH on your driver's license.
 - c. Make sure your EMAIL ADDRESS is you're your CURRENT home/personal address.

Note: Your valid (not expired) driver's license may be issued in Texas or another state; however, the first and last name must match the name on your Educator Profile.

AS A CERTIFIED EDUCATOR, YOU BELIEVE YOU HAVE ALREADY BEEN FINGERPRINTED:

- LOG-IN TO YOUR SBEC ACCOUNT
- PRINT A COPY OF YOUR FINGERPRINT PROFILE SHOWING “FINGERPRINTS COMPLETE”
- SUBMIT TO SUBSTITUTE OFFICE

CONTACTING L-1 IDENTITY SOLUTIONS

Please schedule your fingerprinting session on-line at www.l1enrollment.com or call toll-free (888-467-2080).

The locations convenient to CFISD are:

- Houston – North Beltway ([654 N. Sam Houston Parkway East, Suite 189](#))
- Champions ([13135 Champions Drive, Suite 104](#))

For a full list of locations, visit [L-1 Solutions - Gulf Region Locations](#).

SECURITY BADGES

All substitutes must wear an official CFISD security badge when on a campus as a substitute teacher, paraprofessional, tester, tutor, nurse, interpreter, counselor or administrator. Failure to wear this badge is a breach of district security and will result in the substitute being asked to leave that campus without payment for a job. Failure to wear the badge may result in termination.

New Hire Substitutes:

All new hire substitutes must complete their hiring paperwork, be fingerprinted by L1-Solutions and have a complete background check prior to receiving their security badge. Applicants who are hired by CFISD will receive a form the training session to take to the Security Office. Failure to follow the procedures outlined below will result in a new substitute not obtaining their badge in a timely manner.

- All new hires must wait a minimum of five (5) business days AFTER receiving their Employee/Access ID #.
- Substitute must appear in person to obtain badge.
- Substitute must present a Texas Driver's License or photo ID in order to obtain badge.
- Substitute must wear this badge at all times when performing any duties as a substitute. Refusal to wear this badge will result in termination.

Returning Substitutes:

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

- All returning substitutes will receive an official pass authorizing the renewal of their badge during their reactivation session. Renewal badges will NOT be issued by Security without presentation of this pass.
- In order to receive a renewal badge, returning substitutes must take their old badge with them when they go to the Security Office. If you do not have your old badge, please follow the directions below.

OTHER IMPORTANT SECURITY BADGE INFORMATION

Lost Badges/Name Changes:

- Substitute must go to Security Office on Telge to secure new badge.
- Substitute must pay ten dollars (\$10.00) for a replacement badge
- If the reason for replacement is a name change, you must first change your name with the Substitute Office. Name change forms are available by clicking [Resources for Current Substitutes](#). This form may be downloaded for fax.
- IMPORTANT: New badges with new photos will NOT be issued. Replacement or renewal badges are re-issued with existing photo and your name.

PLEASE DO NOT CONTACT THE SECURITY OFFICE ABOUT BADGE ISSUES. DIRECT ALL QUESTIONS OR CONCERNS TO THE SUBSTITUTE OFFICE.

PARKING PERMITS

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

- Display where easily visible
- If used by a student, the student is subject to disciplinary action.
- If lost or stolen, report to Substitute Office immediately.

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

PORTRAIT OF A CFISD EDUCATOR

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

Instructional Strategist

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

Creator of Student-Centered Environment

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

Positive Role Model

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

Lifelong Learner

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

Team Player

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

PROFESSIONALISM IN THE SCHOOL SETTING

General Professional Expectations

- Dress professionally – business casual. Please be aware that some hairstyles and personal affectations might be disruptive to the climate of the classroom. Should a campus administrator decide that a substitute's dress is a distraction, the administrator can ask the substitute to leave that campus. **Jeans are NEVER acceptable attire for substitutes, not even on Fridays** when teachers are sometimes allowed by the principal to wear jeans.
 - Substitutes are expected to be “role models” for students in the area of dress.
 - No visible piercings other than 1 pair of pierced earrings for female substitutes.
 - No visible tattoos.
 - Hair must be clean and neatly arranged.
 - Facial hair must be neatly trimmed.
 - Closed toed and closed heel shoes are strongly recommended.
 - Men should wear shirts with collars. Ties are not necessary.
 - Shoulders and upper arms must be covered.
 - Skirts for women must be to the top of the knee or longer.
- **Do not report to a campus without your security badge!** Wear badge at all times. Failure to wear badge **WILL** result in substitute being sent home without pay.
- Arrive **20 minutes before** start of school. Consistent and unexplained tardiness will result in a removal from a campus. **A substitute will be sent home without pay if they are late without contacting the campus.**
- If you are running late, call the campus at least 20 minutes prior to the first bell of the day! (Use Campus Substitute Representative Directory by clicking [Resources for Current Substitutes](#)). Make your own personal directory of the campuses where you substitute in order to facilitate contact.
- **If you must cancel an assignment on the day of the assignment**, you are expected to contact the campus to inform them at least 1 ½ hours prior to your scheduled arrival. This is an excellent practice to formulate in the area of “professional courtesy and responsibility”.
- **NEVER CANCEL AN ASSIGNMENT WITH ONE SCHOOL TO ACCEPT AN ASSIGNMENT WITH ANOTHER SCHOOL.** Doing so will result in termination.
- High school campuses require parking permits; violators will be towed at the owner's expense.

- Substitutes are guaranteed a 30 minute duty free lunch. This lunch period is assigned by the campus. **Substitutes may not eat in class or leave class to eat. If you have a health condition that requires food/drink at certain times, please inform the campus nurse and the sub rep to make arrangements for you.**
- Substitutes are **not** guaranteed a conference period unless serving in a long-term position. **Substitutes can be assigned to any position deemed necessary by the campus administration. Long-Term Subs do receive a conference period; however, the principal may request that they cover other classes from time-to-time.** Refusal to cover classes will result in the substitute being removed from that campus, and may result in termination.
- Personal reading material brought onto a campus should be appropriate for a public school setting and may **only be read during substitute's 30 minute duty free lunch.**
- **Substitutes may not access outside materials via personal computer, Blackberry, cell phones, etc., during class.**
- Follow lesson plans as left by the teacher. Seek help if more activities are needed. Do not bring **any** materials into the classroom that have not been authorized by the teacher or campus leadership/academic leaders.
- Teacher substitutes are expected to be familiar with the operation of basic equipment, i.e., computers, VCR, DVD, Smartboards, and television monitors.
- Clerical paraprofessional substitutes are expected to be familiar with the operation of basic equipment, i.e., computers, telephones and copy machines.
- **Perform duties as assigned by administration. Elementary substitutes are required to perform bus and carpool duty after the end of school.**
- Leave professional, detailed notes for returning employee. Avoid criticizing the nature of the lesson plans, drawing conclusions about the actions or activities of the students, or any other comments that may be perceived as judgmental.
- Leave room neat and organized.
- Check out with campus substitute representative at end of assignment. Substitutes are not to leave campus until their assignment is over. If an emergency arises, the substitute must contact the campus substitute representative before leaving campus. **NEVER LEAVE A CLASS UNATTENDED—NOT EVEN FOR 10 SECONDS!** Leaving a class unattended will result in a substitute removal from that campus, and may result in termination. **Failure to sign out will result in a loss of pay, and may result in termination.**

- If you are working on a campus where your child is a student, **do not** engage staff in discussions about your child's grades, etc. Please arrange for a parent/teacher conference at another time.
- Do not solicit or advertise personal businesses, charity events, or fundraisers while on campus as a substitute. Do not hand out any informational materials on a campus without prior permission from ISC administration. This includes all organizations. You are subject to termination should you solicit or advertise personal business on CFISD property.
- **Under no circumstances is a substitute to share their personal email address or phone number(s) with students for ANY reason!**
- Do not, **under any circumstances**, comment on or question a student's abilities/disabilities. This is **CONFIDENTIAL** information! As a substitute, you will not be privy to that type of student information.
- Do not, **under any circumstances**, comment on a student's gender, ethnicity/race, religion, sexual orientation, or physical appearance.
- Do not offer advice to students on a particular situation, i.e., weight loss, pregnancy, etc. Remain professionally distant on any of these issues.
- CFISD is a community of great diversity. This diversity crosses racial, ethnic, religious, and cultural boundaries. While a substitute's personal beliefs and norms are important to them, all substitutes must practice absolute neutrality concerning these aforementioned beliefs and norms while in a classroom interacting with students.
- All substitutes are mandated by law to report concerns about a student's well-being in regards to:
 - Physical abuse
 - Sexual abuse
 - Sexual harassment
 - Bullying: Both physical and via the Internet
- Do not confront the student. Take your concerns immediately to a counselor or grade level assistant principal. Your anonymity will be protected at all costs. This is the law of the State of Texas.

Professional Expectations—Work Hours

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

- The substitute must report to the Sub Rep's desk to sign in at least 20 minutes prior to the start of class. The substitute will receive instructions and assignments for the day.
- The substitute may sign out NO earlier than 15 minutes after the last bell. If the substitute is on an elementary campus, they must perform carpool/bus duty prior to signing out. Failure to sign out appropriately may result in termination of employment.
- Substitutes are expected to familiarize themselves with the locations of schools in their selected areas. Refer to www.cfisd.net for a list of campuses with their addresses.
- If a substitute becomes ill and needs to leave an assignment, they must inform the building sub rep immediately so that another teacher may be assigned to cover the class.
- Substitute positions requiring more than four (4) hours of duty will be compensated for a full day. Any position requiring four (4) hours or LESS will be compensated at the half-day rate. Having employed a substitute for a full day, a campus may alter the day's assignment or schedule at the discretion of the principal or their designee.

Late Calls:

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

Substitute Arrives/Is Late:

- Should a substitute arrive later than twenty (20) minutes prior to the first bell of the day, the campus sub rep has the authority to call a replacement immediately.
- Should a substitute run late, but still be able to arrive prior to the first bell of the day, the sub rep may elect to allow the sub to take the job if the substitute has called to alert the campus at least 20 minutes prior to the start of the first bell.
- Should a substitute be unable to arrive by the first bell, the sub rep may elect to cancel or reassign the job.
- A substitute notices an "open job" in the system and the job has already started. The substitute may accept the job, but must call the campus and speak with the sub rep to verify that the job is still available. An expected arrival time must be given.

Caring for Non-Enrolled Children:

- Substitutes shall NOT bring their own children or other persons' children to school for the purpose of child care or babysitting. Personnel are employed to perform District functions while on duty and shall not bring children who are not enrolled in the school to the building during working hours.

Tobacco:

Smoking and the use of tobacco products of any kind by employees shall be prohibited on school property, in school-owned vehicles, and while supervising students in school-related activities and events. You may NOT smoke in your car if it is parked on school property.

Prohibition of Weapons:

The Texas Penal Code, Sec 46.03, prohibits firearms, illegal knives, clubs or any prohibited weapons on the physical premises of a school, any grounds or buildings on which an activity sponsored by a school is being conducted, or school transportation vehicle. Any violation of this policy by a school district employee may result in immediate termination.

Videotapes, Cameras, Recordings, Cell Phones

- Substitutes may **NOT** use cell phones to text or call in the presence of students.
- Substitutes may **NOT** videotape, record, or take photos using a camera or cell phone, any student at any time.
- Substitutes may **NOT** show personal videotapes or photos, or play personal recordings at any time.
- Substitutes may **NOT** show Internet videos/recordings without explicit instructions from the teacher, team leader, and department chairperson.
- **ALL VIDEO AND RECORDED MATERIALS SHOWN IN CFISD CLASSROOMS MUST RECEIVE PRIOR APPROVAL OF DIRECTORS OF INSTRUCTION.** Violations of this policy may result in immediate termination.

Fire and Emergency Drills:

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

Religion in Schools:

CFISD is committed to the constitutional principle of separation of church and state. Board policy makes it clear that employees will neither advance nor inhibit religion. Employees may not pray with or in the presence of students. However, nothing prevents a teacher or other employee from praying or reading religious material during a time when students are not present and you are not responsible for students. Off campus and outside the school day or school year, district employees have the same right to religious expression as any other citizen. At the same time, employees are expected to refrain from using their position in the District to promote religious activities in the community. For example, if an employee teaches a religious class in their church or gives a religious devotional, the employee should do so as a citizen, not

as a teacher or employee of CFISD. No religious tracts or materials for dissemination should be brought on to school property.

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

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

Absent Teacher's Planning Period:

- The absent teacher's planning/conference period may or may not be available to the substitute teacher because campus administrators/designees may need assistance with teacher-related duties such as covering another teacher's class.
- Substitute teachers are expected to comply with teacher-related duties during the absent teacher's planning/conference period when requested by campus administrators/designees.

Lesson Plans:

Lesson plans are meant to provide an organized system to be used by the teacher as well as by the principal, substitute, or monitoring team, indicating how teaching and learning will occur. The plans demonstrate that the instructional strategies needed to deliver curriculum effectively and ensure student achievement have been prepared and documented. Lesson plans should address five basic areas:

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

Classroom Management Expectations:

- Write your name on board/overhead.
- Introduce yourself to staff and students. A substitute is expected to be easily understood by students and staff.

- Set out clear expectations for student behavior.
- Practice “wait-time”. Give students time to process your instructions.
- Maintain a calm demeanor and a professional tone of voice in volume, attitude and age appropriateness with students at all grade levels.
- Be actively engaged in classroom activities. Talking on your cell phone, texting, reading personal materials, or working on a computer is unacceptable. Sitting behind a desk uninvolved in the classroom may result in a substitute being removed from a campus.
- Use proximity – walk around classroom.
- Use age appropriate “attention getters”. “Shut up!” is never acceptable! At the elementary level, ask what attention getters are used on that specific campus.
- Do not in jest, in frustration, retaliation, etc. throw any object at a student. There is never a reason for doing so.
- Substitutes are responsible for all materials used during a lesson. If materials or equipment go missing, the substitute must report this to the campus substitute representative immediately.
- Remain in the classroom with students. If a situation arises where a full-time employee dismisses you from class, i.e., co-teach situation, report to the campus substitute representative immediately. As with full-time employees, restroom breaks for substitutes must be timed with conference/off periods and lunch.
- Should a personal emergency arise, seek help before leaving a class unattended.
- Handle minor disciplinary issues. Ask for assistance for major and/or repetitive disruptive behaviors.
- Be aware of such disciplinary tactics as “time out”, “offices” or “centers” when working on an elementary campus. Substitutes must ask questions on when, if, or how they should implement these procedures.
- Many campuses have “call buttons”. Utilize these when other measures are not working. If no “call button” is available, send a student to the Assistant Principal's office to get assistance.
- Before sending a student out of class alone, be very aware of the age of the student. For example, there is no reason for a kindergarten student to be sent

unescorted away from the class room to the parking lot or other areas not contiguous to their classroom. On secondary campuses, any student dismissed from class must have a hall pass. At the elementary level, inquire about proper procedures for students needing to leave class.

- Do not call out grades or allow students access to other students' grades. This is CONFIDENTIAL information!
- Avoid going through an employee's desk or materials without permission. Do not allow students to do so without specific permission.
- Do not attempt to access or request access to district computers without formal campus authorization. Do not ask students to log in for you. Working on district computers without authorization will result in suspension or termination.
- Do not work on personal laptops computers, PDA's, Blackberry's, cell phones, or other such devices when in direct contact with students. Substitutes are to be actively engaged in monitoring student behavior and lesson implementation.
- Any inappropriate viewing/use of one's personal equipment at anytime while on a campus is grounds for immediate suspension and/or termination.
- DO NOT talk on your cell phone during class time. DO NOT make or receive text messages during class time.
- Do not listen to your iPod during class time.
- Do not attempt to take away a student's cell phone, iPod, etc. Ask them to put the item away. Should they refuse, make a note for the teacher about the incident.
- Do not discuss or solicit students' personal information, including email addresses or information located on websites such as "My Space" or "Facebook" or other similar sites. If you have personal information on such a site, please consider the implications of this in relation to you, the adult, and the students.
- Do not allow class discussion to gravitate toward anything of a personal or sexual nature.
- Failure to maintain a professional distance from students under any circumstances can be grounds for immediate suspension and/or termination.
- Do not photograph students for any reason and do not ask for a photo of any student. Do not record students or classroom without permission.

- Do not give students food products of any kind! Many students have food allergies.
- Do not distribute any materials to students without permission from campus administration.

Substitute Teachers and Physical Contact:

- Substitutes are NEVER to touch a student or staff member!
- Maintain a professional distance when assisting students. Do NOT assume that a touch, a pat, a hand on a student's shoulder is acceptable for a substitute.
- Corporal punishment is prohibited. Students shall not be spanked, paddled, or otherwise physically disciplined for violations in the Code of Student Conduct.
- Avoid being in a room alone with a student. Keep doors open and be visible at all times if working in an area alone with a student.
- Do NOT react in frustration or anger by pushing, shoving or physically moving a student from one location to another.
- Do NOT attempt to break up a fight between students! Immediately seek assistance from campus staff.
- Inappropriate or overly aggressive physical contact is grounds for immediate dismissal. Understand that special needs students and very young students will initiate a hug. Thank the student, quickly disengage the physical contact, and redirect their behavior. All other forms of physical contact may be grounds for termination.

Writing Discipline Reports:

- Ask about discipline procedures (in case of emergencies).
- Some newer campuses have call buttons for emergencies.
- Should it become necessary to involve an Assistant Principal, be prepared to provide details regarding your attempt to handle the situation.
- Be specific when writing discipline reports. Do not use vague or general language.
- If you send a student to the Assistant Principal, always follow up with the AP. Students may be sent back to class for certain infractions. If this happens, do not assume you are not being supported. Serious infractions will be handled by the AP's office in an appropriate manner.

The Substitute and Accidents:

Accident Involving a Student:

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

Accident Involving a Substitute:

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

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

- Share information only to one who has the authorization to hear it.
- Share NO INFORMATION about students at any social gathering.
- Do not ask questions about a student's physical condition. You will be told what you need to know.
- If asked about student's personal information, simply reply, "I'm sorry. I do not have that information."
- Treat confidential information as if your job depends on it.....it does!
- Avoid using specific student's names outside of school setting.
- Direct any questions about a student to the regular classroom teacher or the special education teacher who works with that student.
- Never joke about a student's condition!

Tips to Keep Confidentiality from Becoming a Problem

- ✓ Be careful with whom you share information. Is that person directly involved with the student's education?
- ✓ Don't point out or label children in public, outside of school, as "your" students.
- ✓ Avoid using names if you are asked about your job.
- ✓ Suggest that questions about a student are best directed to the regular classroom teacher or special education teacher.

- ✓ Be careful not to distort, exaggerate, or confuse information.
- ✓ Never use information about a student as gossip or as a joke!
- ✓ Focus comments on student strengths and be positive.
- ✓ No matter who asks you a question about a student, if you don't want to answer or are unsure whether you should answer, don't! You can do this gently and politely.
- ✓ Be direct and honest: "I'm sorry – I can't say".
- ✓ Develop a workable response to questions about student information. Write it down, practice it and use it!

RESOURCES FOR SUCCESSFUL SUBSTITUTE TEACHING

There are literally hundreds of good websites on the internet for substitute teachers. Of course, some are better than others, so feel free to browse for yourself until you find what you need. To get started, here are a few excellent sites to explore:

www.proteacher.net – Serves as a bulletin board for substitute teachers. In addition to lots of helpful hints and success stories, there is plenty of room for commiseration so you won't feel alone in your experiences as a substitute.

www.disciplinehelp.com – Provides solutions for handling specific types of student misbehavior in the classroom. This site also provides an excellent theoretical foundation for behavior management.

www.teach-nology.com – Excellent articles for first time substitute teachers that is a must read for all beginning substitutes.

www.education-world.com – Contains a wide array of resources for substitutes with additional links to more internet resources.

www.honorlevel.com – Several excellent articles on discipline in the classroom are provided. It includes a discussion of discipline techniques that can easily backfire on substitutes.

NETWORK/INTERNET ACCEPTABLE USE GUIDELINES

Network/Internet access is available to students, teachers and staff in CFISD. 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. CFISD provides Network/Internet access to promote educational excellence in the district by facilitating resource sharing, innovation, and communication. CFISD firmly believes that the valuable information and interaction available on the Network/Internet far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

Network/Internet - Terms and Conditions

1. Training

The district will provide training in proper use of the system and will provide all users with copies of acceptable use guidelines. All training in the use of the district's system will emphasize the ethical use of this resource.

2. Risk

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

3. Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use for educational or administrative purposes. This monitoring may include activity logging, virus scanning, and content scanning. The district does not provide student electronic mail accounts and specifically prohibits student participation in chat rooms while using school equipment, including computers.

4. User Responsibilities

Network/Internet users, 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 of the Network/Internet:

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

- c. System users may redistribute copyrighted programs or data only with 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.
- d. 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.

5. Publishing on the Internet

- a. Recognition - First and last names may be used on the Internet to recognize personal achievements.

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

- b. Student Work - Student work will only be published on the Internet with parental permission. Examples of work could include short stories, poems, slide shows, and/or artwork. First and/or last names may be included with the student work.
- c. Photographs - Student photographs will only be published on the Internet with parental permission. First and/or last names 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.

6. Web Authoring

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

Network Etiquette

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

or others is prohibited. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

Inappropriate Use

Inappropriate use includes, but is not limited to, those users 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.

1. 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.
2. Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Network/Internet, or any networks that are connected to the Network/Internet. 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 strictly prohibited.
3. Electronic Mail Violations - Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users, without their permission, is prohibited.
4. File/Data Violations - Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission, is prohibited.
5. 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.
6. Unauthorized Disclosure - Unauthorized disclosure, use and dissemination of personal information regarding students and employees is prohibited.

Security

1. 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.
2. Impersonation - Attempts to log on to the Network/Internet impersonating a system administrator or CFISD employee will result in revocation of the user's access to the 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 CFISD 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 CFISD Network/Internet account may result in litigation against the offender by the proper authorities. If such an event should occur, CFISD 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 appropriate 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 for Cypress-Fairbanks ISD to respect all computer software copyrights and to adhere to the terms of all software licenses to which Cypress-Fairbanks ISD is a party. Technology Services is charged with the responsibility of enforcing these guidelines. Cypress-Fairbanks ISD employees, students, and volunteers may not duplicate any licensed software or related documentation for use either on Cypress-Fairbanks ISD 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.

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

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

For further information regarding the purchase and installation of computer software, please call (281) 897-4094 or write the Director of Technology Support Services (Instructional Support Center North, Technology Services, 10300 Jones Road, Houston, TX 77065-4208).

DISCLAIMER

These guidelines apply to stand-alone computers as well as computers connected to the Network/Internet. CFISD 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. CFISD 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. CFISD 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. CFISD will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communications system.

ELECTRONIC COMMUNICATION & DATA MANAGEMENT

The superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

Availability of Access - Limited Personal Use

Access to the district's electronic communication system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:

1. imposes no tangible cost to the district;
2. does not unduly burden the district's computer or network resources; and,
3. has no adverse effect on an employee's job performance or on a student's academic performance.

Acceptable Use

The superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements, consistent with the purposes and mission of the district and with law and policy governing copyright. (See EFE). Access to the district's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or access or termination of privileges and other disciplinary action consistent with district policies. (See DH, FN series, FO series, and the Student Code of Conduct). Violations of law may result in criminal prosecution as well as disciplinary action by the district.

Internet Safety

The superintendent or designee shall develop and implement an Internet safety plan to:

1. control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. ensure student safety and security when using electronic communications;
3. prevent unauthorized access, including hacking and other unlawful activities; and,
4. restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

Filtering

Each district computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the superintendent or designee.

The superintendent or designee shall enforce the use of such filtering devices. Upon approval from the superintendent or designee, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use

Electronic mail transmissions and other use of 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.

Intellectual Property Rights

Students shall retain all rights to work they create using the district's electronic communications system with the exception of work created for district-related purposes.

As agents of the district, employees shall have limited rights to work they create using the district's electronic communications system. The district shall retain the right to use any product created in the scope of a person's employment even with the author is no longer an employee of the district.

Disclaimer of Liability

The district shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The district shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

EMPLOYEE STANDARDS OF CONDUCT

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.

Alcohol and Drugs

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

Tobacco/Smoking

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

Firearms

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

Pagers, Phones in the Workplace

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

Private Business

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

EMPLOYEE DRESS CODE

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

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

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

Men will be expected to wear collared shirts with dress slacks that are professionally appropriate to the instructional setting and type of instruction. Men will generally be expected to exhibit professionally appropriate grooming insofar as hair length is concerned. Mustaches and beards are acceptable if neatly trimmed and moderate in style. All facial hair, however, must be fully established by the start of the school year.

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

SEXUAL HARASSMENT

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

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

Employees 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 who believes he or she has been or is being subjected to any form of sexual harassment as defined above shall bring the matter to the attention of the principal or immediate supervisor, in accordance with the district's sexual harassment complaint procedure [see DHC (L)] in the board policy book. However, no procedure or step in that policy shall have the effect of requiring the employee

alleging such harassment to present the matter to a person who is the subject of the complaint.

REPORTING CASES OF CHILD ABUSE/NEGLECT

All substitutes are reminded that under the Texas Family Code 261.101, a certified employee, including a teacher, counselor, nurse or administrator, is required to report suspected child abuse or neglect to Child Protective Services. If, during the course of your substituting, you identify any student that you suspect has been abused or neglected, you should immediately notify the principal's office.

SUBSTITUTE EVALUATIONS AND/OR REMOVALS

There are two forms used for identifying the quality of substitute services. One is the "Substitute Evaluation Form", which is completed at the campus level by a teacher or administrator on the performance of a substitute teacher or paraprofessional. The second form is the "Substitute Removal Form", which is completed by the campus principal. A copy of each of these forms stays at the campus, a copy goes to the Substitute Office, and a copy will be mailed to the substitute.

Campus initiated Substitute Evaluation Forms are to be reviewed by the principal or designee prior to submission to the Substitute Office.

The Substitute Removal Form will be completed when an incident occurs that is considered grounds for immediate removal. If the incident is considered serious enough, the principal may recommend that the substitute be removed from the District substitute list. Occasionally, some incidences are of such a nature that a substitute will be immediately suspended. The determination of immediate suspension is made by the Manager of the Substitute Office after consideration of the welfare of the students and the District. Upon immediate suspension, any future jobs the substitute may have are removed from the substitute system until the situation is rectified. Also in the case of immediate suspension, substitutes will not be reimbursed for lost wages. Final determination of returning to work for CFISD will be made by the Director of Ancillary Personnel, Janet Price.

Upon receipt of these forms, the substitute is advised to do the following:

For Negative Evaluations:

Respond via written communication (regular mail or email) with a rebuttal of the allegations made in the evaluation.

For Removals:

General Removal: Respond via written communication (regular mail or email) with a rebuttal of the allegations made in the removal. The substitute may choose to schedule an appointment with the Manager of the Substitute Office. These appointments will be scheduled in a timely manner.

Immediate Suspension: The substitute will not be able to work until the directions included in the accompanying letter are followed.

Immediate Suspension and Possible Termination: When a substitute receives three (3) removals within a calendar year, the substitute must contact the Substitute Office for a meeting to review the removals with the Manager of the Substitute Office and/or the Director of Personnel Management. Upon investigation, three (3) removals may warrant termination.

For All Evaluations and Removals:

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 will result in dismissal from the District.

Cypress-Fairbanks Independent School District
Evaluation of Substitute Teacher

Substitute's Name: _____ Employee ID: _____
 Job Number: _____ Teacher/Para: _____
 Date of Assignment: _____ Campus: _____
 Absent Employee: _____ Subject: _____ Grade: _____

Please give your evaluation of the substitute's performance according to the scale: 5 = Exceeding Expectations, 4 = Meets Expectations, 3 = Needs Improvement, 2 = I do not want this sub again, 1 = No opportunity to evaluate.

PROFESSIONALISM:	5	4	3	2	1
1. Punctuality (Arrived 15–20 minutes early and signed in; stayed 15 minutes after last bell; and signed out)					
2. Professional Appearance (dress and grooming)					
3. Notified campus sub rep of late arrival or other issues as appropriate					
4. Demonstrated adaptability and flexibility performing campus assigned duties					
5. Security Badge easily visible					
6. Established good rapport with students and staff					
7. Maintains confidentiality					
8. Avoids use of cell phone, pager, and other personal electronic devices during instructional time					
9. Uses campus computers for classroom activities ONLY (no surfing of internet for personal reasons)					

ORGANIZATION and CLASSROOM MANAGEMENT	5	4	3	2	1
1. Demonstrated age-appropriate classroom management strategies establishing an environment conducive to effective learning					
2. Lesson Plans interpreted and implemented appropriately					
3. Varies instructional strategies age appropriately					
4. Took responsibility for attendance, tardies, and other campus procedures					
5. LTS (only) develops adequate plans in conjunction team members and department chairs					
6. LTS (only) has command of content area					
7. Maintains emotional control under stress					

8. Demonstrates competency with equipment computers, printers, interactive boards, DVDs					
9. Leaves room neat and orderly					

COMMUNICATION:

1. Easily understood by students				
2. Articulate communication with campus staff				
3. Left clear summary for absent staff member				
4. LTS (only) communicates effectively with parents				

Please make a recommendation.

	Agree	Disagree	Comments
I would request this sub again.			
Assign sub to campus "Do Not Use" List.			
This sub should not be assigned to any CFISD elementary campus.			
This sub should not be assigned to any CFISD middle school.			
This sub should not be assigned to any CFISD high school.			
Put this sub on the "Do Not Use" list for the entire district.			

Staff/Administrator Recommendations:

Administrator's Signature: _____ Date: _____

Cypress-Fairbanks Substitute Removal Form

Substitute's Name: _____ Job No.: _____
 Absent Employee: _____ Date of Incident: _____
 Campus: _____ Principal: _____

_____ School requests the above named substitute no longer be allowed to work on our campus for the following reasons:

COMPLETE ONLY IF REQUESTING REMOVAL FROM ALL CAMPUSES.

We recommend it is in the best interest of CFISD students that this substitute no longer be employed by the district at the following:

- All Elementary Campuses
- All Middle School Campuses
- All High School Campuses
- All Campuses District-wide

Principal's comments (if any):

Principal's Signature: _____ Date: _____



Substitute's Feedback for Campus

The Substitute Office welcomes feedback from substitute's regarding experiences on campus while completing an assignment. If you feel a situation warrants an evaluation, either positive or negative, please complete this evaluation form and submit this form to Susan Hyman via email at susan.hyman@cfisd.net or via mail at 10300 Jones Road, Room 244, Houston, Texas 77065.

Please do not submit directly to the campus. Please type or print clearly.

Date: _____

Substitute Information:

Substitute's Name: _____ Employee Number: _____
 Phone Number: _____
 Email Address: _____

Assignment Information:

Campus: _____ Job No.: _____
 Absent Employee: _____ Job Assignment: _____

Were lesson plans/materials available and easily accessed?

Were notes left describing additional duties, if applicable?

Please identify any exceptional students who demonstrated outstanding courtesy, respect, and/or helpfulness, and briefly describe the situation.

Please identify any staff member(s) who was/were helpful and courteous.

I would sub for this person again because:

Additional Comments, Feedback, or Suggestions:

Substitute's Signature: _____ Date: _____

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 position or for a single employee for ten (10) or more days for teachers and fifteen (15) or more days for a paraprofessional. Working for several employees at a single campus for several consecutive days is not a long-term assignment. (This includes ARD assignments and GT Testing).

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

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

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

Any request for compensation must be initiated by the campus principal or by a district administrator).

Long-Term Compensation:

- A substitute in a long-term assignment will receive additional compensation for that assignment. **Substitutes working as testers, counselors or administrators are not eligible for long-term compensation.** In addition, certain positions cannot be combined into one continuous long-term. For example, AMIP and/or ARIP tutoring cannot be combined with any other program, such as TAKS.
- Long-term substitutes will not be paid for time equivalency days.
- **Absences, for any reason other than Staff Development during campus hours, will result in the loss of the day's daily rate of pay.** This includes school closures

for natural disasters, electrical failures, etc. Substitutes will not be paid for lost days.

- Long-term compensation is paid at the end of the assignment. Long-term substitutes are encouraged to keep an accurate record of the number of days worked in that particular position to ensure their records match those of the campus. Please note that long-term substitutes are not paid for school holidays, days missed for jury duty, illness, etc. Campuses will turn in the long-term record at the end of the assignment. Long-term substitutes will meet with the campus substitute representative at the end of the assignment to sign this form acknowledging the number of days for which they are to be paid.

Long-Term Teacher

Full Day Assignments:

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

Half Day Assignments:

- 20-49 half days: \$17.50 per half day back to day one of assignment
- 50+ half days: \$35.00 per half day back to day one of assignment

Long-Term Paraprofessional:

Full Day Assignments:

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

Half Day Assignments:

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

Absences During a Long-Term Assignment:

Before accepting a long-term assignment, a substitute should pay careful attention to their obligations before and after school. Duty hours are the same as for a full-time employee of the campus. A long-term substitute fulfills all the duties of the assigned staff member, including all activities through the official end of the campus' day. Arrangements must be made for child care, etc.

Should a long-term substitute to be absent, the campus substitute representative should be informed in advance, when possible. Each long-term situation can be different on each campus, with each position.

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

Substitute Office will be made by the building principal in conjunction with the Substitute Office.

Long-Term Substitute as an Employee:

All long-term substitutes will be set up as “long-term substitute employees” at the request of the campus Sub Rep. This allows a substitute in a long-term position to call in an absence for their classroom. Some campuses seek approval for LTS to have CFISD email access. That access is removed at the end of the long term position. Email access is NOT granted to all substitutes/

FOR ALL TRS RETIREES

TRS Board Adopts New Definition of “Substitute” for Employment after Retirement

The TRS Board of Trustees has adopted a new definition for Substitute service for retirees. That definition states:

a substitute is a person who serves on a temporary basis in the place of a current employee and the substitute’s pay does not exceed the rate of pay for substitute work established by the employer. Based on this new definition, if a retiree is serving in a vacant position (i.e., no other person currently holds the position), the retiree is not a “substitute” for TRS return-to-work purposes.

If a TRS retiree is serving in the place of a current employee, the retiree may serve as a substitute for an extended period. There is no limit on the number of days a service retiree can serve in that position as a substitute, although disability retirees continue to be limited to 90 days of substitute service without loss of benefits.

However, if the position is vacant, different considerations apply. If a retiree is asked to serve in a vacant position, the retiree cannot be reported to TRS as a substitute. For return to work purposes, the retiree must be reported either as a one-half time employee or as a full-time employee. If a retiree has served previously in the same school year as a substitute, the service must be limited to one-half time to avoid loss of any annuity. (Substitute service can be combined with one-half time service either in the same school year or in the same calendar month. However, this can be done only if the total amount of time worked in that calendar month does not exceed one-half time).

Further, the pension and/or health benefit surcharge may also apply. To determine if a surcharge must be paid by the employer in connection with the employment of a TRS retiree, the employer must determine whether the retiree is serving in a TRS eligible position. If the position is eligible for TRS membership, the employer must pay TRS the applicable surcharge. To avoid both the employer surcharges and the retiree loss of annuities, the employment must be less than one-half time.

Cypress-Fairbanks ISD reports to TRS those not working in a substitute position, as defined by TRS, as a part-time worker (less than half-time). Should a TRS retiree have any questions or concerns in regards to returning to work as a substitute or part-time worker (less than half-time), the retiree should contact TRS directly.

Definition of a Substitute:

This is a retiree who works for an **absent employee**, who is expected to return to their position. This type of substitute work is unlimited each month as long as a retiree works only in this capacity for the particular month. All aspects of this absence must be attached to the absent employee, including any days allotted for observation.

Definition of a Part-Time/Half-Time Substitute/Employee:

This is a retiree who chooses work in a vacancy position. This indicates that there is no employee assigned to this position. This type of assignment can also be coded as “additional assistance” and includes testers and tutors. This type of substitute work by a TRS retiree is **LIMITED**. To figure the number of days one can work in a vacancy/additional assistance position:

1. Count the number of days that students are in class for that particular month.
2. Divide this number by two (2).
3. TRS retiree substitutes are responsible for knowing the number of days they can substitute in this type of position. It is NOT the responsibility of the Substitute Office or an individual campus to know or be accountable for this information.

Each month stands alone for accountability purposes. However, there can be no “mix or match” during the month without the limitations coming into play. If a retiree chooses to work in both types of positions, they must be aware that their days are under the part-time/half-time restrictions.

Substitute Service Record:

Substitutes who hold a valid teacher certificate may be able to use their substitute service record to increase their salary if and when they obtain a full-time teaching position in CFISD. The commissioner’s rule, effective with the 1998—99 school year states that substitutes must meet certain minimum requirements, 85—90 documented FTE days, depending upon the year. It is more important than ever to keep track of your substitute schedule because it may mean more salary in the future.

NON-TRS PENSION PLAN FOR SUBSTITUTES

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

Cypress-Fairbanks Independent School District provides its own pension plan as a benefit to all qualified employees. The plan is funded entirely by the District and provides the cash equivalent of a traditional monthly stipend to each qualified employee at normal retirement age after a three (3) year vesting period. **Each employee in the class of covered employees is a member of the plan without exception and, as in any pension plan, will have an individual account.** Annual vesting in that account of an actuarially calculated sum of total annual earnings will equal an average of two percent (2%) of that years' pay.

The official plan documents are available for review in the office of the plan administrator. Since the plan is a defined benefit pension plan (requiring no contributions from participants) as defined in Section 401 (a) of the Internal Revenue Service code, **members are not qualified to participate in an individual retirement account (IRA). Check with your tax advisor if this is a concern to you.**

If a substitute chooses to withdraw their funds from this account, the substitute should first contact the Benefits Office for instructions, IRS information, etc. Please note that the withdrawal of these funds requires that the substitute request, in writing, "permanent termination" as a substitute for Cypress-Fairbanks. Be aware that, due to IRS regulations, once terminated for withdrawal of funds from this plan, a substitute is permanently barred from re-instatement as a substitute.

All questions must be directed to Melissa McAnear with the Cypress-Fairbanks Independent School District Finance Department at (281) 897-4051.

UNAVAILABILITY AND RESIGNATION

Definitions:

- **Active Substitute** - one who is available to be called by the automated system and accept jobs
- **Inactive Substitute** - one who has been blocked by the Substitute Office and cannot listen to or accept jobs
- **Unavailable Substitute** - one who has blocked a period of time or days of the week so that the automated system will not offer jobs during that time

Unavailability:

The system allows a substitute to make themselves unavailable for jobs without contacting the Substitute Office. However, it is required that the Substitute Office be notified if a substitute makes themselves unavailable for a period of time that lasts longer than a month. This can be done via e-mail or by calling our office.

Throughout the year, the Substitute Office will review all substitute files. **If an active substitute has declined thirty (30) jobs or has not accepted an assignment for two (2) months without contacting the Substitute Office, the substitute will be made inactive.** Leaving these names on the active list causes the computer to spend an excessive amount of time calling people who do not work.

In addition, a substitute who has not registered for a substitute PIN within two (2) months of applying or attending training will be made inactive.

Resignations:

Please **SUBMIT IN WRITING YOUR LETTER OF RESIGNATION** to the Substitute Office via email or U.S. mail, or fax, if you wish to resign from the substitute list. Your name will be blocked in the automated system receiving phone calls. You may find the Substitute Resignation Form on the Resources for Current Subs web page.

EMERGENCY SCHOOL CLOSINGS

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

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

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

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

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

WebCenter: Closings will also be posted on WebCenter.

REACTIVATION

At the end of each school year, all **ACTIVE substitutes deemed in good standing** will be invited to reactivate for the next school year. There will be several general reactivation sessions held during the summer months. Substitutes wishing to reactivate **MUST** attend one of these summer sessions. There are **NO** Reactivation dates after school begins.

Information regarding the sessions will also be posted on the log-in page of Webcenter for Substitutes.

At Reactivation, substitutes will:

1. Complete a new criminal background check form (takes approximately 15 days)
2. Complete a new data sheet
3. Receive information regarding changes impacting substitutes
4. Make personal changes, such as direct deposit, degree or certification status, change of address or phone number
5. Receive authorization to acquire an updated security badge

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**BLOOD BORNE PATHOGENS
UNIVERSAL PRECAUTIONS**

Signature Form

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

I have been given job-related information.

Print Name: _____

Employee Signature: _____

Social Security Number: _____

Date: _____

Blood Borne Pathogen Plan

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 body fluids of any person.

I. Hand Washing:

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

II. Housekeeping:

All surfaces contaminated with blood or body fluids should be disinfected with 1:10 solution of bleach, 70% alcohol, or disinfectant used by plant operations. Use gloves when cleaning up a spill. Call custodian for cleanup of any large spills, or if you need help cleaning contaminated surface.

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 wastebasket, have custodians remove as soon as possible. If an article is saturated with blood (blood can be squeezed out of it), it should be placed in a triple bagged trash bag.

III. Personal Protective Equipment:

Gloves (disposable latex, or non-latex) 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 mask should be worn whenever droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Mucous membranes should be flushed with water immediately if exposure to blood occurs.

IV. Sharps:

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

V. General Rules:

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

All exposure incidents should be reported to the principal, supervisor and school nurse. The nurse will then complete the Contaminated Sharps Injury Form when appropriate.

Blood Borne Pathogens Glossary

Antibodies:

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

Antigen:

A substance that induces the formation of antibodies.

Asymptomatic:

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

Carrier:

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

Contaminated:

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

Contaminated Laundry:

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

Contaminated Sharps:

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

Decontaminate:

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

Disposable Sharps:

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

Engineering Controls:

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

Exposure Incident:

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

Hand Washing Facilities:

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

Immune Response:

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

Immune System:

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

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 Bloodborne pathogens to enter the bloodstream through intact mucous membranes exists.

Occupational Exposure:

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

Other Potentially Infectious Materials (OPIM):

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

Parenteral:

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

Pathogen:

A microorganism or substance capable of producing a disease.

Personal Protective Equipment:

Specialized clothing or equipment worn to avoid a hazard.

Prophylaxis:

Observing rules necessary to prevent disease.

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 an employee.

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 Bloodborne 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).

STRATEGIES AND TOOLS FOR TOUGH KIDS

(Compiled by Cindy Cook & Molly Fike)

Edited for substitute use from original "Building Better Relationships"

- Misbehavior Occurs For a Reason

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

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

Source: CHAMPS by Randall Sprick

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

- When Students Have Difficulty...

Showing Respect:

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

Talking Excessively:

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

Blurting Out:

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

Arguing:

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

- Use reinforcement to encourage appropriate behavior. Give the student increased praise when he/she is being cooperative.
- Maintain a 4:1 ratio of positive to negative attention.

Refusing to Do Work:

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

Getting Appropriate Attention:

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

TOP 10 INTERVENTIONS

Source:

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

OR, Whatever you do, don't take it personally!

1) Use active learning techniques.

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

2) Connect on a personal level.

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

3) Use more positives.

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

4) Signal verbally.

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

5) Listen attentively.

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

6) Change the method of participation.

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

7) Check back.

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

8) Visibility radar.

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

9) Use good-natured humor.

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

10) Discuss negative behaviors in private.

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

Note: Don't take personally the difficulties you encounter.

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

Pardon the redundancy, but this is worth repeating . . .

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

Dr. Hiram Ginott

SUBSTITUTE END OF DAY SUMMARY

Date: _____

Job Number: _____

Absent Employee : _____

Location: _____

Substitute's Name: _____

Employee ID: _____

Tasks Accomplished Today:

Tasks Unable to Complete Today:

Tasks Not Completed Because:

The Best Thing(s) About Today:

The following staff/students were exceptionally helpful today:

Issue(s) the teacher should be aware of:

General Comments:

SUBSTITUTE ACKNOWLEDGEMENT

(To Be Signed and Returned with Reactivation Paperwork)

I hereby acknowledge that it is my responsibility to access the Cypress-Fairbanks Independent School District 2011 – 2012 Substitute Handbook online. My signature below indicates that I agree to read the handbook and abide by the standards, policies and procedures defined or referenced in this document.

The Substitute Handbook may be accessed on the District's website at www.cfisd.net, Human Resources, Resources for Current Substitutes, Substitute Handbook.

The information in this handbook is subject to change. I understand that changes in District policies may supersede, modify or eliminate the information summarized in this handbook. As the District provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications or alteration of at-will relationships are intended by this handbook.

I understand that I have an obligation to inform the Substitute Office of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting the Substitute Office if I have any questions, concerns or need further explanation.

PRINT NAME AS IT APPEARS ON TEXAS DRIVER'S LICENSE

Employee Number

Signature

Date

Letter of Reasonable Assurance for Substitute Employees

TO: All Substitutes

***FROM: Office of Human Resources
Cypress-Fairbanks Independent School District***

By this letter, Cypress-Fairbanks Independent School District advises you that you have a reasonable assurance of employment as a substitute, on an as-need basis, during the 2011/2012 school. Your employment will be subject to compensation as determined by the Board of Trustees. By virtue of this notice, Cypress-Fairbanks Independent School District understands that you are ineligible for unemployment compensation benefits in the period between the last day of instruction of this school year and the first day of instruction for next school year, as well as during school breaks.

This letter does not create a property interest in employment in the Cypress-Fairbanks Independent School District.

You will want to watch the website for announcements about Reactivation for the next school year.

Teresa Hull, Associate Superintendent/Human Resources

PRINT NAME AS IT APPEARS ON TEXAS DRIVER'S LICENSE

Employee Number

Signature

Date

Please return to a Campus Sub Rep or the Substitute Office. To submit to the Substitute Office, please fax to 281-897-4016 or submit via email to mandy.black@clisg.net. Thank you.

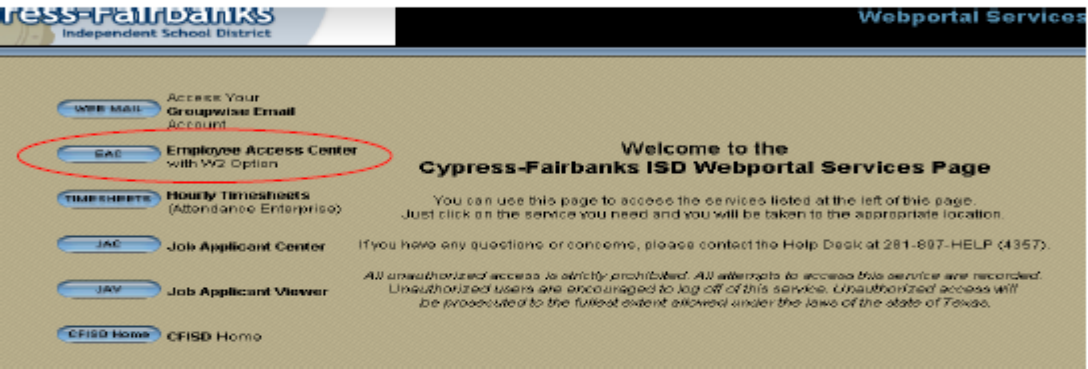
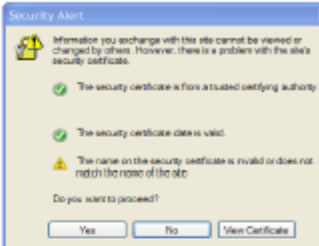
CFISD WEBPORTAL INSTRUCTIONS

IF YOU NEED ASSISTANCE WITH VIEWING YOUR PAY STUB OR PRINTING YOUR W-4 FORM, CONTACT THE HELP DESK AT 281-897-4357. TELL THE HELP DESK YOU ARE TRYING TO ACCESS THE [EMPLOYEE ACCESS CENTER](#).

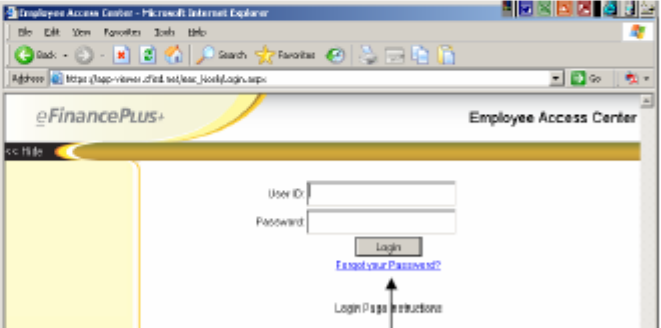
Employee Access Center

ACCESSING AWAY FROM DISTRICT COMPUTER:

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



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




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

To print your W-4 or view your pay stub, visit the Employee Access Center. The User ID is your Employee Number and the password is your SSN without dashes.

SMARTFINDEXPRESS ABSENCE REPORTING SYSTEM

CFISD WebCenter for Substitutes

To view the quick reference guide for SmartFindExpress, click [here](#). This quick reference will guide you through the entire SmartFindExpress System.



DISTRICT NAME
Substitute Quick Reference Card

System Phone Number 281-517-6300
Help Desk Phone Number 281-897-4023

Write your Access ID here _____
Write your PIN here _____

Web Browser URL <https://sens.cfid.net>

TELEPHONE ACCESS INSTRUCTIONS

THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:

	Today's Jobs	Future Jobs
Weekdays	Starts at 5:00 am	4:00 - 9:00 pm
Saturday	None	None
Sunday	None	4:00 - 9:00 pm
Holidays	None	4:00 - 9:00 pm

DECLINE/CANCEL REASONS:

- Illness
- No Transportation
- Working in another District

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system.


REGISTRATION

- Enter your Access ID followed by the star (*) key
- Enter your Access ID again when it asks for your PIN followed by the star (*) key
- Record your name followed by the star (*) key
- Hear your callback number. Correct if necessary.
- You will be asked to select a new PIN. Enter a PIN at least six (6) digits in length followed by the star (*) key.

TELEPHONE ACCESS INSTRUCTIONS

- Enter your Access ID followed by the star (*) key
- Enter your PIN followed by the star (*) key

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THE SYSTEM CALLS

HEAR THE JOB OFFER

1. PRESS 1 to Hear the job offer
 PRESS 2 to Set temporary Do Not Call
 If you pressed 1 to Hear the job offer
 PRESS 1 to Hear the job description
 PRESS 2 to Decline the job (without hearing the description)
 Enter the decline reason from page 1 followed by the star (*) key
2. If you pressed 1 to Hear the job description
 PRESS 1 to Hear the job description
 PRESS 1 to Accept this job
 Record the Job Number. You are successfully assigned to the job.
 PRESS 2 to Repeat the job description
 PRESS 3 to Decline the job
 Enter the decline reason from page 1 followed by the star (*) key
 PRESS 1 to Accept
3. If you pressed 1 to Hear the job description
 PRESS 1 to Accept this job
 Record the Job Number. You are successfully assigned to the job.
 PRESS 2 to Repeat the job description
 PRESS 3 to Decline the job
 Enter the decline reason from page 1 followed by the star (*) key
 PRESS 1 to Accept
 PRESS 2 to Enter an earlier time in HHMM format.

HEAR THE CANCELLATION

1. Hear "This assignment has been cancelled" and the job information
2. PRESS 1 to Repeat the job information

CALLING THE SYSTEM

MENU OPTIONS

- 1 - Review or Cancel Assignments
- 2 - Hear Available Jobs
- 3 - Change your Callback Number
- 4 - Review or Modify Temporary Do Not Call Time
- 5 - Review or Modify Unavailability Dates
- 6 - Review or Modify Daily Availability
- 7 - Change PIN or Re-record Name
- 9 - Exit and hang-up


REVIEW OR CANCEL ASSIGNMENTS

1. Hear assignments in chronological order
 PRESS 1 to Hear assigned job information again
 PRESS 2 to Cancel this assigned job
2. If you pressed 2 to Cancel assignment
 PRESS 1 to Confirm cancellation (Enter cancellation reason followed by the * key)

HEAR AVAILABLE JOBS

1. Hear assignment information
 PRESS 1 to Repeat assignment
 PRESS 2 to Accept assignment
 PRESS 3 to Decline assignment
2. If you pressed 3 to Decline assignment
 Enter decline reason from page 1 followed by the star (*) key

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CHANGE YOUR CALLBACK NUMBER

1. Hear the Callback telephone number
 PRESS 1 to Modify callback telephone number
 2. Enter new telephone number followed by the star (*) key.

TO CHANGE PIN OR RE-RECORD NAME

1. PRESS 1 to change your PIN
 PRESS 2 to change the recording of your name

WEB BROWSER ACCESS INSTRUCTIONS

SIGN IN
 Open your browser and access the SmartFindExpress Sign in page. Enter your Access ID and PIN.

PIN REMINDER
 The "Forgot your PIN?" link supports users who want to log into the system, but have forgotten their PIN. When this link is selected, the system displays the PIN Reminder Request page. The user's Access ID and the security code being displayed must be entered on this page. Note: *You must be registered with the system to use this option.*

PROFILE
 Information - Review profile status and address information.
 Update Email - Enter or change email address
 Callback Number - View/update callback number; specify a Do Not Call time.
 Change Password - Enter your current PIN followed by a new PIN twice and click Save

SCHEDULE

General

- Modify an Availability Schedule
 - * Choose day or days of the week you want to delete by checking the boxes by that day and select the Delete button
 - * Select the New button to add a new day of week or time. Follow the steps for "Create a New Availability Schedule" as outlined above

Temporary Do Not Call

- Enter the telephone number where you can be contacted by the system. Include the '1' (long distance indicator) and area code.
- Specify a temporary "Do Not Call Until" time if you do not want to be called by the system.


Classifications and Locations

- Review classifications and locations you have chosen for assignments

Unavail Dates Tab

- Create Unavailability Schedule
 - * Select the New button
 - * Enter Start and End Date Range (MM/DD/YYYY) or use the calendar
 - * Select the All Day check box or enter the time range in HHMM am/pm format
 - * Select the Call for Future Assignments checkbox, if during the unavailable time period entered you would still like to receive calls for future assignments. Leave box unchecked if you do not want any calls during this time
 - * Select Save button

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AVAILABLE JOBS
 Choose the *Available Jobs* link to view and accept assignments

To view and accept jobs

- You must be available to work all days and times of the job
- You have specified that you will work at the location

Follow these steps:

- Select the date range for your search entering in the dates with forward slashes (MM/DD/YYYY) or using the calendar icon. Leaving dates blank will return all data
- Press the Search button to display the list of jobs
- Press the Details link to view the job details. Review the specifics and choose one of the following
 - * Select the Accept Job button. A job number will be assigned to you if the job has been successfully assigned to you. Please record this job number.
 - * Select the Decline Job button. Select a reason for decline from the drop-down list, then select the Decline Job button
 - * Select the Return to List button to return to the job listing

REVIEW ASSIGNMENTS
 Choose the *Review Assignments* link to review past, present and future assignments or to cancel an assignment

Follow these steps:

- Select format for Assignment display. List or Calendar view
- Search for assignments
- Press the Search button to display the list of assigned jobs
- Choose the Job Number link to view job details
 - * Select the Return to List button to review other jobs assigned to you
 - * Select the Cancel Assignment button to cancel your assignment. Enter a reason for canceling from the pull down list. Wait for the "Job was cancelled successfully" notification. You cannot cancel an assignment within 1 hour of the start time.
 - * An assignment may contain file attachments. To view or download a file attachment, click on the file name.

SIGN OUT AND WEB BROWSER INFORMATION
 At any time during the session, the Sign Out link can be selected to end the session and disconnect from SmartFindExpress. Selecting the browser's back button or going to another site on the Internet does not disconnect the session from SmartFindExpress.

To ensure security and privacy of information, use the Sign Out link to disconnect from SmartFindExpress, and close the web browser when you finish with your session.

You can click the Help link to access Help Guides and How-to videos.

Important Note: DO NOT use the browser's BACK button to navigate to screens. Navigation buttons are on the bottom of SmartFindExpress screens, such as the Return to List and Continue buttons.

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EMERGENCY OPERATIONS FOR SUBSTITUTES

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

THINGS TO DO: BEFORE AN EMERGENCY

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

THINGS TO DO: DURING AN EMERGENCY

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

PLEASE DO NOT:

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

GENERAL DEFINITIONS/INFORMATION

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

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

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

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

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

LOCKDOWN

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

SHELTER-IN-PLACE

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

EVACUATION

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

DROP AND COVER

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

WE APPRECIATE YOU!

Your Challenge

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

Your Commitment

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

Our Thanks!

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