



**SUBSTITUTE AND TUTOR  
HANDBOOK  
2018-19**

**CROWLEY INDEPENDENT SCHOOL DISTRICT  
DEPARTMENT OF HUMAN RESOURCES**

## **FORWARD**

The mission of Crowley ISD is to provide our students with excellence in education so that all students achieve their full potential.

Substitute personnel perform an important role in the education of our youth. It is gratifying to know that a qualified person serves during the absence of the regular classroom teacher or paraprofessional. This service assures the continuity of the educational process. Substitutes are temporary employees that are called on an as needed basis.

This handbook is not intended to replace district policies or procedures; review district policies on the CISD website for clarification or regarding additional matters not found herein. All employees, including substitutes, are required to be familiar with district policies and should refer to those policies for the district's final position on any matter. The information presented in this handbook is intended to provide a brief explanation of procedures, policies, and other matters related to employment. Contents of this handbook are updated annually, but changes in the policies, procedures, or other information may occur during the year. Such changes shall supersede any handbook provisions that are not compatible with the change. This handbook is not to be considered a contract or an agreement of employment of any type between any individual and Crowley ISD.

On behalf of the members of the CISD School Board, administration, teachers, and parents, we express our appreciation for your service as a substitute and we are pleased to have you as a member of Crowley ISD.

Sincerely,

Dr. Theresa Kohler  
Chief of Staff and Governance  
Crowley Independent School District

## CISD CAMPUS LISTING

Crowley High School (001)  
1005 West Main St.  
Crowley, TX 76036  
817-297-5810

CHS 9<sup>th</sup> Grade Campus (009)  
1016 Hwy 1187  
Crowley, TX 76036  
817-297-5845

North Crowley High School  
(002)  
9100 South Hulen St.  
Fort Worth, TX 76123  
817-263-1250

NCHS 9<sup>th</sup> Grade Campus (029)  
4630 McPherson Blvd.  
Fort Worth, TX 76123  
817-297-5896

HF Stevens Middle School  
(041)  
940 North Crowley Rd.  
Crowley, TX 76036  
817-297-5840

Crowley Middle School (042)  
3800 W. Risinger Rd. Fort  
Worth, TX 76123  
817-370-5650

Summer Creek Middle School  
(043)  
10236 Summer Creek Dr.  
Fort Worth, TX 76123  
817-297-5090

Bess Race Elementary (101)  
537 South Heights  
Crowley, TX 76036  
817-297-5080

Sycamore Elementary (102)  
1601 Country Manor Rd  
Fort Worth, TX 76134  
817-568-5700

Deer Creek Elementary (103)  
805 S. Crowley Rd.  
Crowley, TX 76036  
817-297-5880

Meadowcreek Elementary (104)  
2801 Country Creek  
Fort Worth, TX 76123  
817-370-5690

Jackie Carden Elementary (105)  
3701 Garden Springs Rd.  
Fort Worth, TX 76123  
817-370-5600

Parkway Elementary (106)  
1320 West Everman Pkwy.  
Fort Worth, TX 76134  
817-568-5710

Oakmont Elementary (107)  
6651 Oakmont Trail  
Fort Worth, TX 76132  
817-370-5610

Dallas Park Elementary (108)  
8700 Viridian Lane  
Fort Worth, TX 76123  
817-370-5620

J. A. Hargrave Elementary (109)  
9200 Poynter St.  
Fort Worth, TX 76123  
817-370-5630

Sidney H. Poynter Elementary  
(110)  
521 Ashdale Dr.  
Fort Worth, TX 76140  
817-568-5730

Sue Crouch Intermediate (111)  
8036 Cedar Lake La.  
Fort Worth, TX 76123  
817-370-5670

S.H. Crowley Intermediate (112)  
10525 McCart Ave. Fort  
Worth, TX 76036  
817-370-5960

David L. Walker Intermediate  
(113)  
9901 Hemphill St.  
Fort Worth, TX 76123  
817-297-3018

Mary Harris Intermediate (114)  
8400 West Cleburne Rd.  
Fort Worth, TX 76123  
817-370-7571

Crowley Learning Center (010)  
208 West Main St. (physical)  
Crowley, TX 76036  
817-297-6992

Bill R. Johnson CTE Center  
1033 McCart Ave.  
Crowley, TX 76036  
817-297-3018

Special Education  
1008 Highway 1187  
Crowley, TX 76036  
817-297-5300

Food  
Services/Transportation/  
Maintenance Facility  
2205 N. Crowley-Cleburne  
Rd. Crowley, TX 76036  
817-297-5942

## **District Information**

### ***Description of the District***

The Crowley Independent School District is a fast-growing district, covering 56.6 square miles in the south central portion of Tarrant County with less than four miles of its territory located in the north portion of Johnson County. The cities of Fort Worth, Edgecliff Village, and Crowley are included in certain areas of the district's boundaries as well as many acres of ranch/farm land and residential developments. Since 1965, the district has grown from a total enrollment of 385 to over 15,000 students.

The tax base for Crowley ISD is excellent, with many industrial and business properties being constructed annually. Hulen Mall, a large shopping center, is located in the far northwest portion of the district. In the area adjacent to the mall are numerous other shopping areas, supermarkets, theaters, eating establishments, and financial institutions. Approximately one mile west of Hulen Mall another large shopping center, City View, was opened in the spring of 1987. Texas Health Harris Methodist Hospital Southwest Fort Worth is located near the two shopping areas.

As of June 5, 2017, our Estimated Net Taxable Value is \$5,642,390,809 for Tarrant County and Estimated Net Taxable Value is \$47,046,420 for Johnson County. Our tax rate is \$1.65.

### ***District Website***

Crowley ISD's website is [www.crowleyisdtx.org](http://www.crowleyisdtx.org).

## ***CISD Board's Vision and Mission Statements, Core Values, Strategic Goals and District Motto***

### **[Crowley ISD Board Policy Manual – Policy AE](#)**

**Vision Statement:** Crowley ISD will provide all students with a world-class, high-quality education where students are inspired and empowered to succeed in the global community.

**Mission Statement:** Crowley ISD provides our students with excellence in education so all students achieve their full potential.

#### **Core Values:**

- We value high academic achievement.
- All students can learn through a variety of instructional methods and opportunities that meet their individual needs.
- Learning is enhanced through social interaction in a diverse setting.
- We value a safe and secure learning environment.
- We value a positive work place in which each employee is appreciated and is provided opportunities for professional growth.
- We respect and value the opinions of all students, employees and community members.
- We encourage open, effective and timely communication with district stakeholders.
- We support effective stewardship of public resources.

#### **Strategic Goals:**

1. Improve Student Achievement for All
  - 1.1 Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards.
  - 1.2 Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.
  - 1.3 Increase the integration of technology resources and systems in order to produce 21<sup>st</sup> Century learners.
2. Provide Safe, Secure, and Nurturing Schools
  - 2.1 Ensure a safe, secure and orderly learning environment in compliance with all safety regulations.
  - 2.2 Provide effective safety/security communication for all stakeholders.
3. Support Parent and Community Partnerships
  - 3.1 Provide continuous opportunities for parents and community members to partner with community schools.
  - 3.2 Ensure channels for frequent communication and open dialogue continue between schools, parents and community members.

- 3.3 Collect feedback and input from parents and community members on a regular basis.
- 4 Provide a Quality Workforce in a Positive Work Environment
  - 4.1 Recruit, employ, develop, and retain a quality teaching, administrative, and support staff to attain excellence in student performance.
  - 4.2 Provide high-quality, job embedded professional development.
- 5 Ensure Effective and Efficient Use of Resources
  - 5.1 Continue excellence in financial planning, management, and stewardship.
  - 5.2 Effectively utilize available funds to maintain or upgrade existing facilities and equipment and/or construct new facilities.

**District Motto:** “Great Expectations, Great Rewards”

### **BOARD OF TRUSTEES**

**June W. Davis – President**

**Mia Hall – Vice President**

**Lyndsae Benton-Secretary**

**Gary Grassia-Assistant Secretary**

**Nedra Robinson**

**Dr. La Tonya Woodson-Mayfield**

**Ryan Ray**

**Dr. Michael McFarland  
Superintendent of Schools**

**CENTRAL  
ADMINISTRATION  
HUMAN  
RESOURCES**

**Dr. Theresa Kohler** – Chief of Staff and Governance

**Karen Robertson** – Secretary, Chief of Staff and Governance

**Michael Williams** – Director of Human Resources

**Judi Cangas** – Human Resources Coordinator, Operations

**Dena Faaborg** – Human Resources Specialist

**Theresa Gonzales** – Human Resources Specialist

**Michelle Luevano** – Human Resources Specialist

**Diana Gonzalez** – Human Resources Specialist

**Rosa King** – Human Resources Clerk

## HANDBOOK CLARIFICATIONS

For the purpose of this handbook, any reference to “employees” or “employee” may be used interchangeably with references to “substitutes” or “substitute”.

For the purpose of this handbook, any reference to “year” or “school year” is defined as the school academic year. The school year beginning on August 21, 2018 is considered the 2018-2019 academic year.

For the purpose of this handbook, any reference to “certified substitute” is defined as an individual who has passed all tests, paid all fees, and met all requirements to have, and has, an active Texas teaching certificate posted on the State Board of Educator Certification (SBEC) website.

For the purpose of this handbook, any reference to a “degreed substitute” is defined as an individual who has obtained a Bachelor’s degree and who has provided the Department of Human Resources with an original and complete set of transcripts reflecting the degree held and the date of conferment. Attendance at multiple schools in the process of obtaining a Bachelor’s degree requires original and complete transcripts from all schools attended. Compensation as a “degreed substitute” will not be allowed until all original and complete transcripts are received.

For the purpose of this handbook, any reference to “non-certified substitute” is defined as an individual who does not hold a Bachelor’s degree nor has an active Texas teaching certificate posted on the State Board of Educator Certification (SBEC) website.

For the purpose of this handbook, any reference to a “certified position” is defined as a professional assignment (such as classroom teacher) that requires the CISD employee to hold at least one form of professional certification and/or license as required by the Texas Education Agency.

For the purpose of this handbook, any reference to a “non-certified position” is defined as a paraprofessional assignment (such as classroom aide) that may require the employee to hold an educational aide or other form of paraprofessional certification as required by the Texas Education Agency.

For the purpose of this handbook, any reference to an “open position” is defined as a professional or paraprofessional assignment that does not have a current CISD employee assigned to it.



## **APPLICATION FOR SUBSTITUTE POSITIONS**

The official substitute list is compiled by the CISD Human Resources Department. Individuals interested in employment as a substitute will find the application on the CISD website under the Employment tab.

Substitute Job Fairs are held on an as-needed basis. They will be announced on the CISD website. To qualify for substitute teaching in the Crowley ISD, one must have earned a high school diploma or GED equivalent. For long term substitute teacher assignments, the substitute teacher is expected to possess a valid Texas teaching certificate with an endorsement in the subject area assigned.

A copy of the applicant's high school diploma, GED certificate, or an official, original college transcript showing the applicant's hours or degree are to be filed with the application.

Applications are prioritized based on the following criteria: individuals possessing a valid Texas teaching certificate, a valid out-of-state teaching certificate, a Master's degree, a Bachelor's degree, an Associate's degree, some college coursework, previous school substitute experience, and, then, individuals not meeting the above criteria.

When the substitute application is approved, all necessary forms are completed, satisfactory Criminal History Record and references are returned and training complete, the candidate's name may be added to the substitute list. Completion of application process does not guarantee placement on the substitute list. Consideration for employment is at the discretion of Human Resources.

## **SUBSTITUTE EMPLOYMENT**

### **EXPECTATION**

An expectation for all Crowley ISD employees and students is an acceptance and appreciation for individual differences. This includes, but is not limited to: ethnicity, socio-economic status, religion, and learning abilities. Any member of CISD who does not demonstrate this behavior is subject to disciplinary action.

### **YOUR ASSIGNMENT**

Teachers have high expectations of others who come into their classroom. Remember that you are valued and an important part of the educational system. Never diminish your role as a substitute. Teachers appreciate having a person in their classroom that is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teachers, students, and yourself.

Substitute teachers have the same responsibilities as our regular classroom teachers. When on a campus, always discuss any concerns or problems you might be having with an administrator right away. As you gain experience as a substitute, you will develop the techniques necessary for good classroom management and instructional skills. Other valuable resources include the teachers in the classrooms surrounding you, especially those teaching the same grade level or content area. Each campus has a lead grade level teacher or department head to help you with instructional questions.

Substitute paraprofessionals play a very important part in the educational team. While the classroom teacher is responsible for the daily activities and discipline, you provide the extra set of ears, eyes, and hands that are needed to make the day a success. Collaboration is an important element in the teacher-paraprofessional relationship. Always discuss the day's activities with your assigned teacher, the teacher's expectations of you, and determine how you can best assist the teacher that day.

### **GENERAL REQUIREMENTS**

All employees are required to become familiar with, and adhere to, all of the CISD Board Policies. These policies can be viewed on the CISD website. Individuals unable or unwilling to follow policies as set forth in this handbook or in Board Policy are not employable to CISD.

In order to be a substitute in the Crowley ISD, all required personnel file documents must be on file with the district.

All potential substitutes are required to attend a pre-employment meeting during which they will be interviewed and complete the required substitute training modules before accepting an assignment.

Additionally, there may be training and meetings scheduled throughout the year that will require mandatory attendance.

## **HIRING PRACTICES**

The Crowley Independent School District does not discriminate against any employee or applicant for employment because of race, color, religion, sex, age, national origin, disability, military status, or on any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

Employees with questions or concerns relating to discrimination for any of the reasons listed above should contact the Executive Director of Policy, Planning, and Dispute Resolution at 817-297-5800.

AESOP (CISD's automated substitute calling system) calls substitutes based on the information provided by the substitute at the time of employment (contact information, requested sites, requested positions, etc.) and the available position assignments. It is the responsibility of the substitute to ensure that his/her information is updated and on file with the Department of Human Resources. All updates must be made in writing (email is accepted).

Near the end of each school year, a letter will be sent to each person who is in the current substitute pool and eligible for continued employment. CISD does not provide a guarantee of employment with this letter. Its purpose is to ascertain whether eligible, current substitutes wish to remain in the available substitute pool for the following school year. This letter should be completed and returned to the Department of Human Resources by the specified date in order to remain active as a substitute. Failure to return this letter, or CISD's non-receipt of this letter, will be viewed as a resignation and the substitute will be removed from the pool. Individuals who are removed from the substitute pool because of CISD's non-receipt of their Letter of Reasonable Assurance may reapply for substitute positions at the beginning of the school year.

Substitutes will be removed from the substitute pool if there is a violation of campus or school district policy. Substitutes should discuss campus policies with the campus principal and refer to the CISD website for a full text of school district policies.

## **ESTABLISHING THE SUBSTITUTE PERSONNEL FILE**

Each substitute is required to submit the following documents:

1. Completed substitute employment application
2. Complete set of original college transcripts listing courses completed and date that the degree was conferred, high school diploma, or GED certificate
3. Teaching certificate (if applicable)
4. W-4 form
5. I-9 form
6. PST (retirement) form
7. CISD Demographic form
8. HIPPA form
9. Ethnicity/Race questionnaire
10. Substitute questionnaire
11. Direct Deposit form
12. Substitute Job Description form
13. CISD Substitute Handbook receipt form
14. Social Security Information form

## Employee Conduct and Welfare

### ***Standards of Conduct***

#### [Crowley ISD Board Policy Manual – Policy DH](#)

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, unless the educator's criminal record information was obtained from the DPS FACT clearinghouse, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency* for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

## **Texas Educators' Code of Ethics**

### **Purpose and Scope**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. (19 TAC 247.1(b))

### ***Enforceable Standards***

#### **1. Professional Ethical Conduct, Practices, and Performance**

**Standard 1.1** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

**Standard 1.2** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

**Standard 1.3** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

**Standard 1.4** The educator shall not use institutional or professional privileges for personal or partisan advantage.

**Standard 1.5** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

**Standard 1.6** The educator shall not falsify records, or direct or coerce others to do so.

**Standard 1.7** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

**Standard 1.8** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

**Standard 1.9** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

**Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

**Standard 1.11** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

**Standard 1.12** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

**Standard 1.13** The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

**Standard 1.14** The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

## **2. Ethical Conduct toward Professional Colleagues**

**Standard 2.1** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

**Standard 2.2** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

**Standard 2.3** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

**Standard 2.4** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

**Standard 2.5** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status or sexual orientation.

**Standard 2.6** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

**Standard 2.7** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **3. Ethical Conduct toward Students**

**Standard 3.1** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

**Standard 3.2** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

**Standard 3.3** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

**Standard 3.4** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

**Standard 3.5** The educator shall not intentionally, knowingly or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

**Standard 3.6** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

**Standard 3.7** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

**Standard 3.8** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

**Standard 3.9** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and



- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

## **ASSIGNMENT CANCELATIONS**

Substitutes who cancel assignments within five days of the assignment start date may not accept another substituting position. Substitutes who violate this policy will be removed from the substitute pool. The only exceptions to this policy will be made by the Coordinator of Human Resources.

Substitutes should endeavor to cancel any previously accepted assignments as quickly as possible (see Attendance).

## **ASSIGNMENTS**

In conjunction with district policy, campus administrators will determine which positions will require a substitute assignment. Non-instructional paraprofessional absences (secretaries, receptionists, office aides, etc.) are not normally filled by substitutes. Limitations have been established for the use of a substitute in non-special education instructional paraprofessional positions.

Substitutes may not accept an assignment in a family member's classroom. This includes children, nieces and nephews, and grandchildren.

Substitutes may not be asked to work a schedule that requires him or her to arrive prior to the established employee arrival time or to leave past the established employee departure time to work extra duties. All substitutes are expected to work the hours established for each campus. Refer to Duty Hours for this information.

Refer to the AESOP section in this handbook for additional assignment policy.

## ASSIGNMENT CHANGES

Occasionally, a campus administrator or the campus paraprofessional who is assigned to work with the AESOP system will ask you to change assignments after you report to duty. CISD asks that you be flexible to the needs of the campus for which you are assigned to work. If a campus has an unfilled assignment with a greater student need than for the position which you have accepted, then you may be asked to move to the greater need position. **You will only be asked to change positions when it is in the best interest of our students.** A substitute that refuses an assignment change request may be removed from the substitute pool. Substitutes may be asked and are expected to perform other duties during the absent employee's conference period, etc. All substitutes will be given a duty-free lunch period. If you have accepted a special education position that carries extra pay, you will be awarded the extra pay regardless of the assignment you are moved to. Please make sure that the campus personnel who work with the Absence from Duty forms notate this on your form for correct compensation.

## AT-WILL EMPLOYEES

At-will employment and the policies contained within this handbook do not create any contractual nor property right.

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District.

## ATTENDANCE

Substitutes are expected to work the full duration of the accepted assignments. **Do not accept an assignment if you cannot adhere to the duty hours** (see Duty Hours).

Substitutes are paid in half and full day increments. You are expected to arrive on time and not leave until the end of the work day. You will be docked a minimum of a half day's pay if you arrive late or leave early. You must work 3.5 hours to be paid for a half day and 7.5 hours to be paid for a full day. The only exception to this policy will be for a substitute who is called early in the morning for a same-day assignment. The substitute is given 90 minutes to arrive at school from the time that they are scheduled for the assignment. Under no other circumstance will a substitute be permitted to arrive mid-morning to work a half day.

Occasionally substitutes accept assignments that they later determine they are unable to work. It is the substitute's responsibility to cancel the assignment using the appropriate method. If you know that you will not be able to report to an assignment at least twelve hours before the assignment is scheduled to begin, then you must cancel the assignment through AESOP.

If you find that you are unable to report to an accepted assignment on the day that the assignment is scheduled to begin, then you should try to cancel the assignment on AESOP *and* contact the campus as quickly as possible. If you are unable to reach the campus, you may call the CISD Substitute Coordinator at 817-297-5223 or email her at [dfaaborg@crowley.k12.tx.us](mailto:dfaaborg@crowley.k12.tx.us). **Non- attendance for accepted assignments is not tolerated.** Substitutes that do not cancel an assignment before the start of the assignment will be considered a “no-show”. Substitutes will be removed from the substitute pool after three “no-show” reports.

Substitutes are expected to work 30 days during each semester to be permitted to return to the substitute pool the next semester

### **BAD WEATHER CLOSING**

The district may close schools for a full day or part of a day because of bad weather or emergency conditions. When such conditions exist, the superintendent will make the official decision concerning the closing of the district’s facilities.

When it becomes necessary to close schools, to open late, or to release students early, the district officials will post a notice on the district’s Web site, social media sites, and notify:

KDFW Channel 4	<a href="http://www.myfoxdfw.com">www.myfoxdfw.com</a>
KXAS Channel 5	<a href="http://www.nbcdfw.com">www.nbcdfw.com</a>
WFAA Channel 8	<a href="http://www.wfaa.com">www.wfaa.com</a>
KTVT Channel 11	<a href="http://www.cbsdfw.com">www.cbsdfw.com</a>
WBAP 820AM	<a href="http://www.wbap.com">www.wbap.com</a>
KRLD 1080 AM	<a href="http://www.krld.com">www.krld.com</a>

**Substitutes will not be contacted by telephone** in the case of bad weather school closing and should follow the news media for the most updated information.

## **BENEFITS**

Crowley ISD provides health coverage to employees through TRS-ActiveCare. A district substitute is eligible to enroll in TRS-ActiveCare if the district reasonably expects the substitute to work at least 10 hours per week. Hours worked for other school districts are not considered in determining whether a substitute is eligible for benefits through Crowley ISD.

Although the district reasonably expects substitutes to work at least 10 hours per week, the district does not guarantee that you will receive 10 hours every week. The district's need for substitutes varies from week to week. In some weeks, you may not receive any assignments. Similarly, the district understands that some weeks you may not be able to accept assignments due to illness or other personal reasons.

If you are a new substitute, you must enroll in or decline medical coverage within 30 days from date of hire. If you are a returning substitute, you must enroll in or decline medical coverage during the annual open enrollment. If you decline coverage, you cannot enroll again until the next plan year unless you experience a special enrollment event.

If you elect to enroll, you will be responsible for the full premium. Each month's premium will be deducted from your pay for the current month. If your pay is not sufficient to cover the full premium, you must submit the difference to the district by the 30<sup>th</sup> day of that month. If the 30<sup>th</sup> day falls on a weekend or a day the district is closed, the Payroll Department will notify you via regular mail of your revised due date. If you fail to timely pay the monthly premiums, the district will proceed with the coverage cancellation process. Your coverage may also be cancelled if you lose eligibility for TRS-ActiveCare.

You may be removed from the district's substitute roster for poor performance or misconduct. In addition, you may be removed from the substitute roster if:

- you repeatedly turn down assignments, are repeatedly unavailable for calls, or frequently cancel assigned positions
- you do not accept at least 10 assignments per year
- you do not timely return a letter of reasonable assurance

A substitute who is enrolled in TRS-Active Care and who is then removed from the substitute roster becomes ineligible for health coverage and will be provided notice regarding continuation coverage under COBRA (if eligible). Cancellation due to non-payment is considered a voluntary drop. Therefore you would not be eligible for COBRA.

## **CALENDARS**

Substitutes are required to keep a work calendar for their personal records and for payroll compensation purposes. The calendar information should include the following information for each assignment accepted and worked: date, hours (full day, half day a.m., or half day p.m.), site name, assignment position, and the name of the staff member worked for. Human Resources will not research this information for you.

## **CARE OF DISTRICT TOOLS AND EQUIPMENT**

Reasonable care and caution should be taken when using any tools or equipment which is the property of CISD. No equipment or supplies may be removed from district property.

## **CHANGE OF INFORMATION (INCLUDING NAME AND ADDRESS)**

It is important that employment records be kept up to date. Substitutes must report all change of information, including name, address, phone number, degrees received (an original transcript reflecting conferment is required), certification changes, the days you are available to work, schools and assignments you wish to serve at/in, etc. in writing to the Substitute Coordinator, [dfaaborg@crowley.k12.tx.us](mailto:dfaaborg@crowley.k12.tx.us). Changes will not be made through telephone calls or voice mails. Certification information for substitutes is currently compiled in our payroll system and will not be visible in AESOP.

## **CHECKING IN AND OUT EACH DAY**

Substitutes are required to check in at their campus' front office each day prior to beginning their work schedule. Substitutes must sign the "campus sign-in" sheet every day they work as this is the official record of your attendance.

When checking in, let the office personnel know the name of the teacher or paraprofessional whom you are substituting for. If you are unsure of parking provisions, ask at this time. Substitutes are required to wear campus created name tags at all times; this allows for us to ensure the safety and security of our staff, students, and visitors. Substitutes should not leave the building at the end of the day without first checking out in the office.

Substitutes are prohibited from leaving the campus during the school day. If an emergency arises that requires you to leave, always check out at the front office. Failure to do so will result in immediate removal from the substitute pool. We recommend that you either bring your lunch or eat from the school cafeteria. Substitutes are granted a 30 minute duty-free lunch when working a full day and that does not generally allow for a substitute to leave campus, eat, and return on time.

Substitutes are required to check out at the end of the day (see Duty Hours). Remember to return your keys and campus name tag. If you were provided with anything else when checking in, please return that at this time as well. You may not, for any reason, remove your name tag from the campus. If you are working a multiple day assignment for the same teacher or paraprofessional, you will be reissued keys and name tag daily.

## **CHILD SEXUAL ABUSE**

The district has established a plan for addressing child sexual abuse, which may be accessed by the campus principal. As an employee, it is important for you to be aware of warning signs that could indicate that a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conducts with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect to law enforcement or the Child Protective Services (CPS).

## **COMMUNICATION**

CISD will post messages for substitutes on the front page of AESOP Messages will remain posted for ten days and substitutes are expected to view this webpage weekly.

The Human Resources webpage (located under the "Inside CISD" link on the CISD homepage) contains useful information to assist the substitutes. Substitutes are required to be familiar with all substitute resource documents that appear on the Webpage as well as all CISD board policies.

For record-keeping purposes, substitutes should contact the Substitute Coordinator through **email** with any questions, concerns, changes in employee information, or requests. Direct phone calls will cause a delay in answering any questions you may have.

## **COMPENSATION**

### **SALARY INFORMATION**

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed.

Daily rates for substitutes are based on the Crowley ISD Compensation Plan - Substitute Pay Structure and Schedule approved annually by the Board of Trustees.

Substitute pay is calculated in half day increments. Substitutes must work 3.5 hours to be paid for a half day and 7.5 hours to be paid for a full day. It is the substitute's sole responsibility to ensure that he or she has worked the appropriate hours for proper compensation.

CISD has three classifications of substitutes:

TX Certified – these substitutes will hold a current, valid TX teaching certificate posted on SBEC (State Board of Educator Certification).

Non-Certified/4 Year Degree – these substitutes will possess a bachelor's degree from an accredited university. Individuals in this classification must provide the Department of Human Resources with an original and complete set of transcripts for degree verification. Pay changes for substitutes who provide their transcripts, as described above, will take effect in the next pay period. - Please refer to the payroll calendar, located in Substitute Resources on the HR webpage, for clarification of payroll periods and pay dates. There is no additional consideration for those holding a master's degree or higher nor for those with an associate's degree or any combination of college credits not resulting in a conferred bachelor's degree.

Non-Certified - these substitutes will hold a minimum of a high school diploma or GED or any combination of post-secondary credits that have not resulted in a 4 year degree being awarded.

Substitutes are not authorized to work overtime.

Substitutes should watch AESOP daily to make sure all jobs they work have been entered correctly. Substitutes will not get paid on a timely manner if jobs are not in AESOP.

## **PAYDAY**

The cutoff day for the calculation of substitute pay is approximately two weeks prior to the scheduled payday. It is your responsibility to verify your work record in AESOP. We recommended that you verify your work days at the end of every week to ensure accuracy. Substitutes should contact the campus if the job they work is not in AESOP. Substitutes without direct deposit will have a debit card issued.

All employees are paid on the 20<sup>th</sup> day of each month. If the 20<sup>th</sup> day falls on either Saturday or Sunday, employees will be paid on the Friday immediately preceding unless other circumstances prevent doing so.

The schedule of pay dates for the 2018-2019 school year follows:

September 20, 2018	March 20, 2019
October 19, 2018	April 18, 2019
November 15, 2018	May 20, 2019
December 20, 2018	June 20, 2019
January 18, 2019	July 18, 2019
February 20, 2019	August 20, 2019

## **INCORRECT COMPENSATION**

Substitutes should contact the CISD Substitute Coordinator, **in writing**, in regards to incorrect compensation. It is the substitute's responsibility to compare their work calendar with the list of days worked provided by the Substitute Coordinator. Any discrepancies should be directed to the campus at which you worked and were not paid appropriately. The campus is responsible for providing the documentation to the Human Resources Department validating your request. If the campus does not assist you properly, please contact the Substitute Coordinator in the Human Resources Department.

Frequently, incorrect compensation may be the result of the campus failing to electronically submit an absence in Skyward and AESOP by the designated payroll deadline. You will have two (2) regularly scheduled workdays after payday to contact Human Resources in order to get a correction made on your check. Payroll will run one (1) batch of corrected checks per payroll period five (5) days after actual payday. All check correction requests received after the two (2) day deadline will be processed with the following month's payroll.



## **Unemployment Compensation**

Employees may not be eligible for unemployment compensation benefits drawn on school district wages during any scheduled school breaks including, but not limited to, the summer, Christmas, and spring breaks.

## **DEFERRED COMPENSATION**

Effective January 1, 1992, all substitutes and part-time employees of the Crowley ISD are eligible to contribute to FICA or an alternate plan, (Crowley ISD has chosen the alternate plan) and must pay 7.5% of their wages into this plan. This is in lieu of Social Security. The payroll office will be able to answer questions concerning this matter.

## **WORKERS' COMPENSATION**

Crowley ISD provides workers' compensation benefits to its employees who are injured on the job. The benefits include payment of medical expenses. If injured while at work, an employee must:

Report injury to their supervisor or administrator at once.

If unable to report injury, have someone report it as soon as possible.

If medical attention is needed, the employee is entitled to select a doctor of their choice. Inform the doctor that the injury occurred while at work.

If unable to return to work immediately, report that fact to the Personnel office.

When able to return to work, report that fact to the personnel office on the day of the release.

*It is very important that these five steps are followed exactly to receive the benefits.*

## **COMPLAINTS AND GRIEVANCES**

### *Crowley ISD Board Policy Manual – Policy DGBA*

The Board of Trustees for the Crowley Independent School District has adopted specific grievance procedures for employees to follow when they are not able to resolve complaints.

The Board encourages employees to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal or administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

If an informal conference regarding a complaint fails to reach the outcome requested, you may initiate the formal process by timely filing a written complaint on a form provided by the District.

The District has a three level grievance process as described in Board Policy DGBA. The formal grievance process, including requests for appropriate grievance forms, should start with the campus or department administrator.

For questions or more information about the grievance process, contact Michael Williams, Director of Human Resources, at 817-297-5232.

## **COMPUTERS, ELECTRONIC COMMUNICATION SYSTEMS, OTHER CISD TECHNOLOGY EQUIPMENT (I.E. COPY MACHINES, FAXES, PRINTERS, TELEPHONES, ETC.), AND DATA MANAGEMENT**

Substitutes are prohibited from using CISD equipment without the prior approval of the campus principal. CISD equipment may never be utilized for personal use. Permission to use computers is given under limited circumstances in a long-term assignment. Substitutes will not be provided a CISD email address or a computer login. Additionally, substitutes are strictly forbidden from using another CISD employee's login information to use a computer.

Use of CISD electronic and communication systems are not confidential and can be monitored at any time by Internet service providers, the District, and system file server operators to ensure appropriate use.

Substitutes who are authorized to use an electronic and/or communication system are required to abide by the provisions of the district's communication system policy and administrative procedures. In using CISD's electronic communication system(s), the Substitute releases the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from the substitute's use of, or inability to use, the system.

## **CONFIDENTIALITY**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

In Crowley ISD, student information and records are developed, maintained, utilized, and disseminated in such a manner as to protect the privacy rights of students. All school district personnel, including substitutes, must maintain the confidentiality of personally identifiable information pertaining to any CISD student or staff member. This includes name and other personal information, educational records and test results, anecdotal information, placement data, information related to counseling services rendered to a student or family member, or any information relating to a student's handicapping condition or placement in special education.

Discussion between school personnel concerning any student should only occur between school personnel who have a direct interest in the education of the student. Such discussions are frequently necessary and advisable but must occur in a private place with no other personnel in attendance. Personnel shall refrain from such confidential discussions in the employee's lounge, office, hallways, cafeteria, etc.

## **CONFLICT OF INTEREST**

Employees are required to disclose to their supervisor any situation that creates a potential conflict of interest the proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest or fundraiser
- Any other obligation or relationship
- Non-school Employment

Employees should contact their supervisor for additional information.

## **COPYRIGHTED MATERIALS**

Substitutes are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e. printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

## **CREDITABLE YEARS OF SERVICE FOR RETIREMENT PURPOSES**

Substitutes requesting information regarding creditable years of service as a substitute for retirement purposes should contact the Teacher Retirement System at 1-800-223-8778.

## **CRIMINAL HISTORY BACKGROUND CHECKS**

Employees may be subject to a review of their (CCH and FBI) criminal history record information at any time during employment. National criminal history checks are based on an individual's fingerprints, photo, and other identification will be conducted on all employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

## **EMERGENCIES**

All employees should be familiar with the safety procedures for responding to a medical emergency and the evacuation diagrams posted in their work areas. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use. All employees shall follow the safety procedures outlined in Emergency Procedures Guides posted in every room

## **DIETARY SUPPLEMENTS**

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance enhancing dietary supplement to any student.

## **DISCIPLINE**

The campus administrator will file a Substitute Complaint/Incident Report form for any concerns that he or she might have with your ability to perform your duties or your non-adherence to CISD policies. The following actions will be taken regarding complaints or incidents reported.

Upon receipt of a complaint/incident report from a CISD campus, Human Resources will conduct an investigation. The substitute will be contacted and substitutes may

submit a written statement to be held with the report filed in the Department of Human Resources. If this investigation confirms the report findings, depending on the severity of the complaint/incident a substitute may immediately be removed from the substitute pool district wide.

Crowley ISD retains the right to deviate from the steps described above at the sole discretion of the employer.

### **ACTIONS WHICH MAY LEAD TO REMOVAL AS A SUBSTITUTE FOR CAUSE (NON-COMPREHENSIVE LIST)**

Failure to comply with any district policy or administrative regulation

Deficiencies pointed out in a series of conferences, observations, or memoranda

Failure to fulfill duties and responsibilities as assigned

Failure to perform required or assigned duties

Failure to maintain discipline in the classroom or at assigned school-related functions

Insubordination or non-compliance with any official directives

Conducting personal business during school hours

Reduction in force because of financial issues or program change

The possession, use, or being under the influence of alcohol, alcoholic beverages, drugs, narcotics, and any other substances as defined by the Texas Controlled Substances Act, while on school property, working in the scope of the duties, as assigned, or attending any school-or district-sponsored activity

Conviction of any felony or any crime involving moral turpitude

Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy

Failure to meet the district's standards of professional conduct or dress

Failure to comply with reasonable district requirements concerning professional growth and improvement in techniques leading to improvement as a substitute

Failure to attend required training or meetings, as scheduled

Disability, not otherwise protected by law that impairs performance of required duties

Immorality, which is conduct the Board of Education determines is not in conformity with the accepted moral standards of the community encompassed by the district. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.

Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the substitute's effectiveness in the district.

Reason and/or directives specified in the Substitute Manual reflecting special conditions or responsibilities required of the substitute.

Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.

A significant lack of student progress or achievement during a long-term substitute assignment.

Assault on an employee or student.

Falsification of records or other documents related to the district's activities

Falsification of required information on an employment application

Misrepresentation of facts to a supervisor or other district official in the conduct of district business.

Any attempt to encourage or coerce a child to withhold information from the child's parents, district personnel, or law enforcement/child protective personnel and any other associated agency.

Any other action or cause which may place into question the health, safety, and well-being of the students and staff of the Crowley Independent School District.

## **DISCRIMINATION, HARASSMENT AND RETALIATION**

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons, including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary actions.

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district officials. All allegations of prohibited harassment of a student will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*.

Employees who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the

subject of a complaint, the employee should report the complaint directly to the superintendent. A complaint against the superintendent may be made directly to the board.

## **DISMISSAL OF NONCONTRACT EMPLOYEES**

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, gender, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in in this handbook when pursuing the grievance. See *Complaints and Grievances*.

## **DRESS CODE**

All employees, including substitutes, are expected to dress appropriately for their area of work so as to project a professional image of CISD. Personal grooming is expected daily for all employees. Substitutes, along with CISD staff members, are expected to adhere to the CISD Professional Dress Code. Students learn from example. At no time shall employees violate the dress code.

Questions regarding the dress code should be addressed to your assigned campus.

### **Professional Dress Guidelines**

The image Crowley ISD projects to the public is reflected in the professionalism of its employees. Appropriate attire and grooming is an important part of this professionalism. An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent. [Board Policy DH (Local)]

### **Uniformed Employees**

- Cafeteria, custodial, maintenance, and transportation employees will continue to wear the approved department uniform and follow campus based personnel dress guidelines.
- Crowley ISD photo identification badge and emergency procedures safety cards are required to be worn and visible at all times.

### **Technology**

- Employees should wear collared shirts, such as polo style, oxford style, or dress style and these may be long or short sleeved. Turtlenecks are also acceptable, but these should preferably be worn with a sport coat or jacket. Unacceptable types of shirts



during the school year, include, T-shirts, sweatshirts, and smock type shirts designed to be worn un-tucked.

- Tailored dress slacks, business casual (Dockers® style), or solid color cargo pants in a fabric other than denim are considered appropriate for the workplace during the school year. If the pants have belt loops, a belt should be worn. Sweat pants, wind pants, and warm-ups are not considered appropriate for the work place.
- Jeans, shorts (knee length) and appropriate t-shirts are acceptable during the summer months at the discretion of the Technology Director. Be sure that jeans and shorts worn to work fit appropriately, are not torn or overly faded and do not show signs of excessive wear.
- Sensible shoes appropriate for the assignment should be worn. Sandals are not permitted.
- Head coverings are not permitted.
- Crowley ISD photo identification badge and emergency procedures safety cards are required to be worn and visible at all times.

### **District Personnel Guidelines for Men**

- Clothing should convey a professional image by being coordinated, modest and appropriate for a business setting. Any clothes that are too tight, too short or too revealing are not appropriate for the workplace.
- Male employees may wear short or long-sleeved collared shirts, such as polo style, oxford style or dress shirts. Turtlenecks are also acceptable, preferably worn with a sport coat or jacket. All shirts should be worn tucked in.
- Acceptable sweater styles include pullover and cardigan styles.
- Although not required, men are encouraged to wear jackets and ties to work. Unacceptable types of shirts include, sweatshirts, and smock-style shirts designed to be worn untucked.
- T-shirts such as school spirit shirts or college T-shirts may be worn on days designated as spirit days by the principal. Tailored dress slacks or business casual (Dockers® style) pants in a fabric other than denim are considered appropriate for the workplace. If the pants have belt loops, a belt should be worn.
- Sweatpants, wind pants, warm-ups and cargo style pants, and “jeggings” or leggings worn as pants are not considered appropriate for the workplace. Shorts, sweatpants, wind pants, and warm-ups are allowed to be worn in P.E. or athletics classes as appropriate; coaches are to wear long pants when not in P.E. or athletics classes and follow the regular professional guidelines for men while in the regular classroom.
- Jeans are only acceptable for campus based staff on days designated by the principal such as spirit or incentive days.
- Jeans are unacceptable attire for off-campus staff development, including New Teacher Orientation.
- Jeans may be worn for on-campus staff development or teacher work days with campus principal approval.
- Employees should ensure that jeans worn to work fit appropriately, are not torn or overly faded and do not show signs of excessive wear. Low rise jeans that prevent modesty are not acceptable.



- Acceptable footwear includes dress shoes or casual shoes, such as leather-like, suede or loafer styles. Boots are also acceptable. Men should not wear sandals to work. Tennis or athletic shoes are acceptable only on spirit days for all personnel at the discretion of the principal and are also acceptable daily by personnel in P.E. or athletics classes.
- Scrubs and sensible or athletic shoes may be worn by nurses and employees that work with PPCD, Life Skills, RISE, BIC, FA, BA, and employee childcare.
- Crowley ISD photo identification badge and emergency procedures safety cards are required to be worn and visible at all times.

## **Guidelines for Women**

- Clothing should convey a professional image by being coordinated, modest and appropriate for a business setting. Any clothes that are too tight, too short or too revealing are not appropriate for the workplace.
- Female employees may wear collared or uncollared shirts/tops; they may be pullover or button style; and shirts/tops that are not made to be worn out (e.g. shirts/tops with a tail) should be tucked in. Sleeveless or cap-sleeved shirts/tops are not considered to be professional attire and as such should only be worn under a jacket or a shirt-jacket at all times. Low-cut tops or shirts that reveal the midriff should never be worn to work.
- T-shirts such as school spirit shirts or college T-shirts may be worn on days designated as spirit days by the principal.
- Women may wear tailored or business casual pants, pant sets and business pant suits. In addition, they may also wear cropped dress or capri pants when worn as part of a suit or a coordinated outfit and must extend at least to mid-calf.
- Skirts should be of a modest, professional length, falling at or just above the knee. Any fabric other than denim is acceptable.
- Sweatpants, wind pants, warm-ups, and cargo style pants, and “jeggings” or leggings worn as pants are not considered appropriate for the workplace. Shorts, sweatpants, wind pants, and warm-ups are allowed to be worn in P.E. or athletics classes as appropriate; coaches are to wear long pants when not in their P.E. or athletics classes and follow the regular professional guidelines for women while in the regular classroom.
- Jeans are only acceptable for campus based staff on days designated by the principal such as spirit or incentive days.
- Jeans are unacceptable attire for off-campus staff development, including New Teacher Orientation.
- Jeans may be worn for on-campus staff development or teacher work days with campus principal approval.
- Employees should ensure that jeans worn to work fit appropriately, are not torn or overly faded and do not show signs of excessive wear. Low-rise jeans that prevent modesty are not acceptable.
- Shoes are a part of professional dress and can help to project a business image. Appropriate shoes include: dress shoes or pumps; leather-like, suede or loafer-style shoes; boots; closed-toed mule or closed-toed slide styles; and open-toed shoes/sandals with a dress appearance and a dress heel are acceptable. Tennis or athletic shoes are acceptable only on spirit days for all personnel at the discretion of the principal and are also acceptable daily by personnel in P.E. or athletics classes.

- Scrubs and sensible or athletic shoes may be worn by nurses and employees that work with PPCD, Life Skills, RISE, BIC, FA, BA, and employee childcare.
- Crowley ISD photo identification badge and emergency procedures safety cards are required to be worn and visible at all times.

Clothing items that are inappropriate for the workplace regardless of department:

- Rubber or plastic flip-flops, slides, or house slippers are not to be worn
- Torn or worn-out clothing
- Pants with frayed hems or that drag the ground
- Tight fitting or revealing clothing
- Tops with spaghetti straps without a jacket
- Tank tops without a jacket
- Clothing that shows bare midriffs
- Shorts/skorts/leggings

Other inappropriate items:

- Visible, excessive tattoos and/or body piercings that distract or take away from the academic climate.

If you have any doubts about your attire, it is probably best not to wear it. The administration has the authority to determine any inappropriate dress of faculty and staff.

## **DUPLICATION OF KEYS**

District keys shall not be duplicated. Unauthorized duplication of any CISD key may result in disciplinary action, including termination. Substitutes shall immediately report any lost or damaged keys to the campus principal.

## **DUTY HOURS**

The substitute shall observe the same hours as the regular staff member (see schedule below). Exceptions may be approved only by the campus principal or the administrator who is responsible for the building's substitutes. The substitute should check in with the appropriate campus staff each morning prior to the beginning of class.

Please allow yourself enough time to sign in, receive your class folder, get to your assigned class on time, and be prepared to greet your students at the door. Again, check with the appropriate campus staff at the end of the day to determine if further services are needed and to finalize your paperwork. Under no circumstances should substitutes leave for the day without checking out with the appropriate staff.

### **Staff Workday Hours**

Elementary and CLC Campuses	7:20 a.m. -3:20 p.m.
Intermediate and Middle School Campuses	7:45 a.m. -3:45 p.m.
High School and BRJ CTE Campuses	8:15 a.m. -4:15 p.m.
Administration (staggered as necessary)	7:20 a.m. -4:30 p.m.

## **EMERGENCIES**

All employees should be familiar with the safety procedures for responding to a medical emergency and the evacuation diagrams posted in their work areas. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

**Code Yellow – Caution (possible crisis),  
Code Red (Crisis/Life Threatening Situation),  
Code Green (all clear).**

## **EMPLOYEE ARRESTS AND CONVICTIONS**

A substitute must notify the Human Resources Supervisor in writing, within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, any offense involving moral turpitude, and any of the other offenses listed below:

Crimes involving school property or funds

Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate permit that would entitle any person to hold or obtain a position as an educator

Crimes that occur wholly or in part of school property or at a school-sponsored activity

Crimes involving moral turpitude (including the following):

Dishonesty

Fraud

Deceit

Theft

Misrepresentation

Deliberate violence

Base, vile or depraved acts that are intended to arouse or gratify the sexual desire of the actor

Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code.

Felony driving while intoxicated (DWI) or acts constituting abuse or neglect under the Texas Family Code.

## **EQUAL EDUCATIONAL OPPORTUNITIES**

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

Questions or concerns about discrimination of students on the basis of race, color, religion, sex, national origin, or age should be directed to Bill Johnson, Executive Director of Policy, Planning and Dispute Resolution, 817-297-5800.

Questions or concerns about discrimination on the basis of a disability should be directed to Ruby Batiste, Chief of Special Education and Federal Programs, 817-297-5300.

## **EVALUATION POLICY AND PROCEDURE**

Substitutes play a very important part in the total educational program in the Crowley Independent School District. Because of this, we must be as concerned with the quality of their performance as we are with that of the regular staff.

We find that our substitutes fall into two categories: (1) the person who does not wish to teach or work as a paraprofessional full-time but wants to continue indefinitely as a substitute; and (2) the person who intends to substitute only until he/she is given a regular teaching or paraprofessional assignment or finds other employment. Therefore, a regular evaluation procedure is valuable in helping the District maintain a high level of competency among our substitutes for full-time positions.

1. The principal, or designee, will complete an evaluation form using the "Special Report on Substitutes" furnished by the Department of Human Resources and will return the evaluation to the Coordinator of Human Resources at the conclusion of the teaching assignment. The evaluation will be placed in the substitute's personnel file.
2. If the evaluation is not satisfactory, the substitute may be asked to meet with a member of the Department of Human Resources.

## **FRAUD AND FINANCIAL IMPROPRIETY**

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety shall include but not be limited to the following:

Forgery or unauthorized alteration of any document or account belonging to the district.

Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

Misappropriation of funds, securities, supplies, or other district assets, including employee time.

Impropriety in the handling of money or reporting of district financial transactions.

Profiteering as a result of insider knowledge of district information or activities.

Unauthorized disclosure of confidential or proprietary information to outside parties.

Unauthorized disclosure of investment activities engaged in or contemplated by the district.

Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district.

Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.

Failing to provide financial records required by state or local entities.

Failure to disclose conflicts of interest as required by law or district policy.

Any other dishonest act regarding the finances of the district.

Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal award.

### **GIFTS AND FAVORS**

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

### **HARASSMENT OF STUDENTS**

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. All allegations of prohibited harassment or abuse of a student will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicions to the appropriate authorities, as required by law (see Reporting Suspected Child Abuse).

The district's policy that includes definitions and procedures for reporting and investigating harassment of students can be found in Policy DF(Legal) and FFH(Local).

### **INJURIES ON THE JOB**

Substitutes who become injured during the work day should report immediately to the school nurse.

## INJURIES TO STUDENTS

Injured students  
should be sent or  
taken to the school  
nurse immediately.

## JOB DESCRIPTION

Substitutes are subject to performing all duties assigned to the classroom teacher, paraprofessional, or other staff member for whom he or she is replacing. Generic teacher and classroom paraprofessional job descriptions appear near the end of this handbook.

### Key Employment and Student Discipline Policies

All employees are offered electronic access to and/or receipt of a paper copy of the following employment policies required under Education Code 21.204(d) and student discipline policies required under Education Code 37.018.

Crowley ISD Board policies that require your review include (LEGAL) and (LOCAL) policies, regulations and exhibits found at the following codes in the local policy manual:

Policy Code	Policy Title
None	CISD Student Code of Conduct
DBAA (LEGAL and LOCAL)	Criminal History and Credit Reports
DBD (LEGAL and LOCAL)	Conflict of Interest
DEC (LEGAL and LOCAL)	Leaves and Absences
DECA (LEGAL)	Leaves and Absences: Family and Medical Leave
DECB (LEGAL)	Leaves and Absences: Military Leave
DH (LEGAL and LOCAL)	Employee Standards of Conduct
DI (LEGAL and LOCAL)	Employee Welfare – required for new employees
DI (EXHIBIT)	Drug-Free Workplace Requirements – required for new employees
DIA (LOCAL)	Employee Welfare: Freedom from Discrimination, Harassment and Retaliation

DGBA (LEGAL and LOCAL)	Personnel-Management Relations: Employee complaints/Grievances
FFG (LEGAL)	Student Welfare: Child Abuse and Neglect
FFG (EXHIBIT)	Student Welfare: Child Abuse and Neglect
FFH (LOCAL)	Student Welfare: Freedom from Discrimination, Harassment and Retaliation
FFI (LOCAL)	Student Welfare: Freedom from Bullying
FN (LOCAL)	Student Rights and Responsibilities – required for Teachers and Administrators
FNC (LEGAL)	Student Rights and Responsibilities: Student Conduct
FO (LOCAL)	Student Discipline – required for Teachers and Administrators
GRA (LEGAL and LOCAL)	Relations with Governmental Entities – State and Local

Electronic access is accessible at [Crowley ISD Policy On Line](#).

Contact the Human Resources department if you wish to receive a paper copy of the Board policies.

If you have any questions regarding these Board policies, or accessing thereof, please direct those questions to Chris Waltmire, Secretary to the Executive Director of Policy, Planning, and Dispute Resolution, at 817-297-5246.

### **NAME AND ADDRESS CHANGES**

It is important that employment records be kept up to date. Employees must maintain their personal information (e.g., changes or corrections to their name, home address, contact telephone number, marital status, or emergency contact). Any changes need to be reported to the Substitute Coordinator. Changes such as payroll deductions, should be reported to the Payroll Department.



## **PERSONAL ITEMS (INCLUDING COMPUTERS, CELL PHONES, PAGERS, IPODS, RADIOS, CD PLAYERS, GAME SYSTEMS, ETC.)**

You are responsible for placing any personal items in a secure, safe location. The District is not responsible for lost, damaged, or stolen personal items. However, substitutes are prohibited from bringing personal computers, IPODS, radios, CD players, game systems, etc. to the campus. You are not permitted to use cell phones or pagers during the school day. Individuals with these items in their possession must have them turned off and stored out of sight. In emergency situations, you may receive calls through the campus' main phone number. A message will be delivered to you in your classroom.

## **PERSONNEL RECORDS**

Most district records including personnel records are public information and must be released upon request. A limited amount of personal information may be withheld.

Employees may choose not to allow public access to or have the following information included in a staff directory by submitting a written request to the Department of Human Resources not later than 14 days after employment with the district begins or ends.

Employees also may request open access to this information be closed at any time:

- Address
- Phone number, including personal cell phone number
- Social Security number
- Emergency contact information
- Information that reveals whether they have family members
- Personal e-mail address

Otherwise, personal information will be released to the public.

## **POSSESSION OF FIREARMS AND WEAPONS**

Employees, including those with a license to carry a handgun are prohibited from bringing firearms, knives, clubs or other weapons onto school premises (i.e., building, portion of a building, parking lot) or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call the Safety Department and School Leadership.

## **PSYCHOTROPIC DRUGS**

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood or behavior altering substance.

District employees are prohibited from state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggest a particular diagnosis
- Excluding from a class or school- related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student.

## **REPORTING SUSPECTED CHILD ABUSE**

All employees are required by state law to immediately report any suspected child abuse or neglect, as defined by Texas Family Code §26.001, to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g.: state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child or disabled person.

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

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

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

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agencies.

Reporting the concern to the principal, nurse or supervisor does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

### **Sexual Abuse and Maltreatment of Children**

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed through the campus principal. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or otherwise maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect to law enforcement or the Child Protective Services (CPS).

Employees are required to follow the procedures described above in *Reporting Suspected Child Abuse*.

### **RESPONSIBILITIES**

The substitute teacher should report to the front office upon arriving at school to receive his/her assignment. Please be timely in your arrival each morning. After receiving the assignment, the substitute should report to the designated classroom. The following items should be observed as preparation before the day begins:

1. Become familiar with the procedure for checking class rolls, lunch schedule, and rules for emergency fire and disaster drills.
2. It is important that accurate daily attendance, transfer, and withdrawal records be kept. All absentees should be reported to the principal's office in the manner provided by the school.
3. Review lesson plans prepared by the regular teacher and locate materials for carrying out the assignment.
4. As a means of creating the appropriate classroom climate, the substitute should introduce himself/herself to each new group of students with whom he/she has contact throughout the day.

5. Maintain a professional attitude toward your work. Substitutes are expected to observe the same ethical codes as regular teachers and paraprofessionals. Your attitude and professionalism will have a great deal to do with your acceptance by the faculty and students.
6. Do not expect to leave the classroom for personal telephone calls; messages will be taken and delivered to you. Personal business should not be conducted during classroom or assigned duty time. CISD computers are for school use only and not to be used for personal use. Personal computers are not permitted.
7. It is requested that the substitute teacher refrain from calling the regular teacher unless approval has been given by the principal.
8. It is important that the regular teacher be informed of the material covered during his/her absence. As you prepare your daily summary, report only that which is necessary and remember not to criticize the regular procedures.
9. At the end of the day, leave the room neat and orderly, closing windows and doors. Return all keys to the front office and check to determine the need for further service. Sign out on the Substitute Sign In/Out sheet that all campuses provide each day. If money is collected, record the amount and turn it in to the principal's secretary.

## **SAFETY**

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes:

1. Guidelines and procedures for responding to emergencies. Emergency procedure guides are posted in every room in the district. All employees are responsible for reviewing and understanding the content of the guides.
2. Program activities intended to reduce the frequency of accidents and injuries, including:
  - a. Inspecting work areas and equipment.
  - b. Training frontline staff and supervisory staff.
  - c. Establishing safe work procedures and regulations.
  - d. Reporting, investigating and reviewing accidents.
  - e. Promoting responsibility for District property on the part of students, employees, and the community.
3. All buildings and doors shall be locked at all times.
4. A Crowley ISD photo identification badge and emergency procedures safety cards are required to be worn and visible at all times.

To prevent or minimize injuries to employees, coworkers, and students, and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules

- Keep work areas clean and orderly at all times

- Immediately report all accidents to their supervisor

- Operate only equipment or machines for which they have training and authorization

Employees with questions or concerns relating to safety programs and issues can contact the School Administration Office.

## **SEARCHES AND ALCOHOL AND DRUG TESTING**

Non-investigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, work areas, including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business.

## **Pest Control Treatment**

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located on the main entrance. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written or electronic means. Pest control information sheets are available from campus principals or facility managers upon request.

## **STANDARDS OF CONDUCT**

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

Recognize and respect the rights of students, parents, other employees, and members of the community.

Maintain confidentiality in all matters relating to students and coworkers.

Report to work according to the assigned schedule.

Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action and or termination.

Know and comply with department and district policies and procedures.

Express concerns, complaints or criticism through appropriate channels.

Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.

Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination.

Alleged incidents of certain misconduct by educators, unless the educator's criminal record information was obtained from the DPS FACT clearinghouse, must be reported to SBEC not later than the seventh day after the superintendent first learns of the incident.

## **STUDENT DISCIPLINE**

Students are expected to follow the campus rules, classroom rules, and rules listed in the Student Code of Conduct and Student Handbook (available on the CISD website). Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district.

Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Teachers must file a written report with the principal or another appropriate administrator when they have knowledge that a student has violated the Student Code of Conduct. A copy of this report will be sent by the principal or administrator to the student's parents within 24 hours.

It is essential that the substitute teacher maintain a classroom environment that is conducive to learning. Such an environment requires the cooperation of all persons within the classroom. The noise factor should always be related to the learning situation. It is especially important the activities of one class never be a disturbance to another. Any student who is unwilling to cooperate and who repeatedly infringes on the rights of other by disturbing the class should be disciplined appropriately by the substitute teacher. Please follow the classroom and discipline procedures as directed by the campus principal that are outlined in the CISD Discipline Management Program. A copy of the CISD Discipline Management Program is available in your substitute folder or from the campus principal. If assistance is needed, the substitute teacher should consult the principal. Familiarize yourself with the discipline procedures unique to the campus to which you are assigned. This information may be obtained from the principal when you arrive for duty.

**Substitutes may not administer corporal punishment.** The use of physical force by a substitute should be limited to those situations where it is necessary to prevent injury to another person or self.

## **STUDENT RECORDS**

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

Parents: married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights.

The student –The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.

School officials with legitimate educational interests.

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.



## AESOP

AESOP is the automated system that the district utilizes for employees to report absences and for substitutes to accept available jobs.

### **Accepting an Available Assignment**

Every substitute has a personal ID and PIN. Your personal ID will be initially set to your primary phone number. Log on to AESOP to view available positions and sign up to take jobs. AESOP will make call outs for unfilled positions in an attempt to fill. A campus administrator or the campus coordinator may call you, or the CISD Substitute Coordinator may call you. **Any other contact, including a teacher or paraprofessional who indicates that he or she will request you for an assignment, does not constitute an agreement between you and CISD for employment in the discussed position.** Additionally, any assignments that you accept, either through AESOP, a campus administrator, a campus coordinator, or the Substitute Coordinator is not binding until your name has been assigned to the job in AESOP. Please follow-up on any prearranged assignments by checking AESOP to ensure that you have been assigned to the job.

Substitutes who cancel assignments within five days of the assignment start date may not accept another substituting position.

These substitutes will be removed from the substitute pool. The only exceptions to this policy will be made by the CISD Substitute Coordinator or the Human Resources Coordinator.

### **Availability and the Use of DND (Do Not Disturb) or Unavailable Features**

Substitutes are employed with the understanding that he or she desires to work on a regular, routine basis. Use of the DND (Do Not Disturb) or unavailable features of the AESOP system must be for specific, short-term situations such as illness, a family emergency, or vacation. You may not accept any substitute assignment during the period that you are classified as DND or unavailable. Substitutes that routinely schedule themselves as DND or unavailable, or whom scheduled themselves as such for extended periods of time, will be removed from the CISD substitute pool.

### **Change of Information**

Substitutes have limited ability to change their personal and availability information in AESOP. **Certain changes that are made incorrectly may affect the system's ability to offer you available assignments.** CISD is not responsible for system changes made by substitutes. Changes to the days or hours that you are available to work, your personal information, the sites you wish to work at, or the positions for which you are interested in serving in may be reported to Dena Faaborg via email, [dfaaborg@crowley.k12.tx.us](mailto:dfaaborg@crowley.k12.tx.us), or in another written form only. Changes will not be initiated by a telephone call.



### **Telephone Access**

Substitutes must have a working telephone that is accessible by AESOP. Certain telephones, especially cellular phones, emit a tone that immediately disconnects the automated calling systems when you are being called. If you do not provide a phone number that can be accessed by AESOP then you will be temporarily inactivated in the system until the situation is corrected.

### **Internet Access**

AESOP will block your attempts to log-in after multiple unsuccessful attempts. If this occurs, substitutes should exit from their browser (i.e. Internet Explorer), wait ten minutes, and then attempt to log-in again. Your last name is your user name and your employee number is your password.

## **TOBACCO PRODUCTS and E-CIGARETTE USE**

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings. In addition, the district prohibits the use of smokeless products, electronic cigarettes, and any other electronic vaporizing device in all areas as described above.

## UNEMPLOYMENT BENEFITS

Substitute employment is limited to periods of student attendance only. You will not be offered employment during student breaks such as holidays, summer breaks, etc. and you are not eligible for pay during these periods. Substitutes are at-will employees with no guarantee of work. However, except in the case of performance issues, all substitutes are given the opportunity to work at any and all schools in any and all positions for which substitutes are provided. You will be offered available positions on a daily basis for assignments that you have requested to serve in at the campuses that you have requested to work at. Substitutes that are available to work in any position at any campus on every day that students are in attendance will have the best opportunity for frequent and consistent employment. Substitutes who choose to limit the days that they can or will work, the campuses that they wish to work at, and/or the positions for which they are interested in serving in understand that these decisions will impact their employment opportunities and subsequent opportunities to earn income.

Substitutes are called each morning and evening (Monday – Friday) and weekend evenings with the offer of job assignments. Substitutes acknowledge that not responding to these calls and/or not accepting assignments offered during these calling periods, including not providing the district with an accurate and current phone number, will further limit the district's opportunity to offer the substitute employment. It is the substitute's responsibility to notify the office of the Substitute Coordinator, in writing, should s/he not be receiving daily phone calls.

Substitutes have the opportunity to review and accept job assignments 24 hours per day/seven days per week through the internet. The link for WebConnect can be found on the CISD website under "Teachers and Staff". Hover over "Staff Tool Box" and then select "AESOP WebConnect". CISD recommends that you visit this site frequently to review the most recent job assignments posted. You have the opportunity to call AESOP at 1-877-763-6408 (toll-free) to review and accept job assignments 24 hours per day/seven days per week. Substitutes acknowledge that not using these resources or the limited use of these resources, will further limit the district's opportunity to offer you employment.

Acceptance of employment as a substitute with Crowley ISD indicates your understanding and acceptance of these employment limitations.

A substitute teacher is not eligible for unemployment benefits if a claim is filed between assignments, between academic terms, during holidays or breaks, or during any other period when students are not in attendance.

*(Reference: TEC et al vs. Southside ISD 775 S.W. 2d 733)*

## USE OF ELECTRONIC MEDIA WITH STUDENTS

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may communicate through electronic media with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. All other employees are prohibited from communicating with students who are enrolled in the district through electronic media.

An employee is not subject to these provisions to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic media* includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), wikis, electronic forums (chat rooms), video-sharing Web sites (e.g., YouTube), editorial comments posted on the Internet, and social network sites and applications (e.g., Facebook, Twitter, LinkedIn, Instagram). *Electronic media* also includes all forms of telecommunication such as landlines, cell/smart phones, and Web-based applications.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*; however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication* and should be reported immediately to the employee's supervisor.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who uses electronic media to communicate with students shall observe the following:

- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page or social application; the employee must create a separate social network page or application ("professional page") for the purpose of communicating with students. An example is the creation of a "professional" Remind 101 texting application account to safely text students with information that is within the scope of their professional duties. The employee must enable administration and parents to access the employee's professional page.
- The employee shall make every effort to not communicate directly with any student between the hours of 8:00 p.m. and 7:00 a.m. An employee may, however, make public posts to a social network or application site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:
  - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies [CPC](#) and [FL](#)]
  - Copyright law [Policy [CY](#)]
  - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
  - Upon request from administration, an employee will provide the phone number(s), social network site(s), or application(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
  - Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.

An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.

## **VISITORS IN THE WORKPLACE**

All visitors are expected to enter any district facility through the main entrance and to sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Substitutes who observe an unauthorized individual on the district premises should immediately direct him or her to the building's office or contact the administrator in charge.

Prominent notices shall be posted at each campus requiring all visitors to first report to the campus administrative office. This shall apply to parents, board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the district, vendors, representatives of the news media, former students, and any other visitors.

Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

## **SUBSTITUTE RESOURCES**

### **SUBSTITUTE EXPECTATIONS**

Teachers have high expectations of others who come into their classroom. Remember that you are valued and an important part of the educational system. Never diminish your role as a substitute. Teachers appreciate having a person come into their classroom who is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teachers, students, and yourself.

The substitute teacher should report to the front office upon arriving at school to receive his/her assignment (see Checking In and Out). Please be timely in your arrival each morning. Substitutes will need to complete the check-in process, arrive at their assigned classroom in time to become acquainted with the day's lesson plan and schedule, and be ready to greet the students when they arrive.

Before the day begins, always become familiar with the procedure for checking class rolls, reporting attendance, the class schedule, and the rules for emergency fire and disaster drills.

Review the teacher's lesson plans and locate the materials needed for carrying out the planned assignments. If lesson plans are not available, speak with a campus administrator.

Throughout the day, create the appropriate classroom climate by introducing yourself to each new group of students with whom you have contact throughout the day. Maintain a professional attitude toward your work.

Substitutes are expected to observe the same ethical codes as regular teachers and paraprofessionals. Your attitude and professionalism will have a great deal to do with your acceptance by the faculty and students.

Students will respond best to substitutes who act and react like their regular classroom teacher/paraprofessional. Students should never be left unattended or unsupervised and personal business should never be conducted during the school day.

Please refrain from calling the regular teacher or paraprofessional. Other campus teachers, paraprofessionals and the administrative team are more than happy to assist you with any questions you might have. Each classroom has a telephone to be used for requesting assistance. In an emergency situation, ask a responsible student to get a nearby teacher to assist you. Most teachers take the time to leave detailed lesson plans that should be followed. Neatly place completed assignments on the teacher's desk at the end of each day.

Do not permit students to leave the classroom indiscriminately to go to their locker, bookroom, telephone, restroom, clinic, counselor, etc. during the class period. Students who must leave the classroom should receive a written pass to the specific area which indicates the date and time. Stand at the door of your classroom during all passing periods.

At the end of the day, prepare a daily summary for the teacher. Teachers appreciate communication about the day's events but only report that which is necessary and do not criticize the regular procedures. Leave the room neat and orderly, closing and locking windows and doors. Return all keys to the front office and check to determine the need for further service. If money is collected, record the amount and turn it in to the principal's secretary. **Substitutes are required to check out at the end of the day.**

## PROFESSIONALISM

Dress the part

CISD's professional dress code is included in this handbook

Act the part

Be friendly but do not treat the students as friends

Be positive and have an upbeat attitude

Be a good communicator – let the students know your expectations

Let the students know that you will be communicating with the teacher

Respect the students – treat each student as an individual

Use a normal tone of voice

Choose to praise positive student behavior

Quietly talk one-on-one with students who are misbehaving

## **ATTITUDES ARE CONTAGIOUS**

If you go into each new class with the feeling that you are going to give the class something of value, and that you, in turn, will receive valuable experience and insight into the exciting world of teaching children, there will be mutual respect and understanding between you and your classes.

Children are masters at detecting when people are insecure, and they sometimes take advantage of this knowledge. This is why a good attitude and a feeling of self confidence are essential from the beginning. If you have a cheerful, confident feeling about substituting, your term as an interim teacher or paraprofessional can offer a refreshing interlude for a class and provide a rewarding experience for you. The key to a good relationship with a class is never to “talk down” to a child. Occasionally using a word or phrase he does not understand is forgivable and is even good for the learning process, but being condescending is an insult to any age.

You will find that in kindergarten through the third grade a substitute is readily accepted as authority and you seldom have any trouble. Substituting in the higher grades can be a real joy and a stimulating experience but is also more challenging. With older children you are able to discuss a wide range of subjects and learn while you are teaching. You will soon find out which grades you prefer, but each has its own merits.

## **CLASSROOM MANAGEMENT**

Substitutes are expected to assume responsibility for the discipline in their classes. As temporary members of the faculty, substitutes are charged with the responsibility of maintaining proper building procedures and rules of conduct. They are equally obligated to correct students for misconduct in the building or on the school grounds.

Every reasonable effort should be made by substitutes to attempt to solve problems before they are referred to a campus administrator. Occasionally, something may occur which warrants the removal of a pupil from the classroom. Students removed from the class by the teacher in charge are referred to the principal or designee.

Substitute should, at all times, exhibit to their pupils a reasonable degree of dignity, courtesy, and congeniality.

Strong management skills include:

- Establish classroom expectations and consequences at the beginning of the day. Both should be reasonable, firm, fair, and consistent. Give specific directions about desired behavior. Remember that consequences should be aligned with the degree of misconduct and should be fair.

- Use a classroom seating chart – anonymity encourages misbehavior.

- Remember that you are an adult “leader” and not a “friend”.



Outline what the students will be doing in class. Using the dry erase or chalkboards will provide visual clues to the students. Ensure that the students know your plan is to follow the teacher's lesson plan.

Always have activities planned so students stay busy and engaged in learning.

Be innovative and flexible – even the most skilled teachers find that some lesson plans simply fail.

Always model appropriate behavior even under highly stressful situations. Direct eye contact and non-verbal communication are effective classroom management tools, provided that the non-verbal communication doesn't become threatening or intimidating to students.

Praise students for good behavior. Students excel with positive reinforcement!

Circulate around the classroom while students work. Constantly scan the room.

Do not stand with your back to most of the room. Move closer to students who are off task. Speak to students privately, in a low tone, to call them back to task.

Don't make promises or threats that you are unable to keep.

It is advisable to work with the classroom teacher's procedures of which the students know and understand. When an obvious classroom procedure has been established with which the students are familiar, work with it. Do not try to impose an entirely new system.

Avoid arguing with students. Choose appropriate language – sarcasm and ridicule are not acceptable or effective means of student control. Address the behavior, not the student.

State the rule and the consequence to the student. Be flexible about consequences, if possible. Provide specific feedback about actual behavior.

Your goal is for the student to improve his or her behavior and not for the student to simply experience a specific consequence. Do not think in terms of winning and losing.

Do not get in the student's space. Maintain your distance (about 3 feet) and never touch a student. Make direct eye contact (watch for cultural exceptions). Avoid traps; diffuse power struggles.

Change disruptive students' desk assignments for the day.

Do not ignore inappropriate behavior. If the student's behavior is disruptive to the class and the student isn't responding to your requests, calmly write a discipline referral and send the student to the office (call the office to notify them that a student is being sent). Remember, you can always call the office for assistance.



Use "I" messages: "I want you to...or I need you to...".

Resist whole class sanctions. Choose only those who misbehave for discipline.  
Do not discuss or criticize the classroom teacher, other staff, or students.

Remember, students must be supervised at all times!

**A good rule:**

Is clear and specific

Is behavioral

Makes sense to those who make them, enforce them, and follow them

Is stated positively

Is clear, succinct, and parsimonious

Is what you will enforce each time it is broken!

**A good consequence:**

Is clear and specific

Has a range of alternatives

Is not a punishment

Is natural and/or logical

Protects and maintains the dignity of the student

Is internally focused.

**PROACTIVE DIRECTION GIVEN**

Get attention first! Give directions just before the activity is to be performed.

Avoid distractions. Don't put any papers or materials into student hands before you give the directions.

Limit yourself to only 3 directions at a time to prevent confusion.

Provide concise direction.

Use written directions when instructions are long or complicated.

Give directions in the order to be followed (the direction will reflect your "conscientious" planning).

Model what you want the students to do.

Check for understanding:

"What's the first thing you'll do?"

"What's the second?"

"What else?"

"Where will you put your papers when you're finished?"

"What will you do if you have extra time?"

Walk around the room as students are beginning to work and check to see if anyone needs help.

## INTERNET RESOURCES

The Internet is a vast resource of sponge (time-filler), extension, and transitional activity ideas for the substitute. We encourage you to explore activities that you will be comfortable using when substituting for students at various grade levels. Utilizing sponges, extensions, and transitional activities will keep your students engaged in the learning process while having fun! Our most successful substitutes have built a library of activities that can be used in a variety of settings. Here are just a few resources for you to visit:

<http://sti.usu.edu/subm/resources/siteresources/sublinks.aspx>

This site includes links to sites on teaching practices, activities, and discipline.

[www.educationworld.com](http://www.educationworld.com)

This site is a good general resource for all teachers.

<http://www.fredjones.com/PAT/index.html>

This site features extension activities.

[http://www.education.com/activity/?cid=57000.0013&s\\_kwcid=ContentNetwork|1294496065](http://www.education.com/activity/?cid=57000.0013&s_kwcid=ContentNetwork|1294496065)

This site features activities that can be used as extensions but will require some advance preparation.

<http://www.odysseyofthemind.com/curriculum.php>

This site features extensions that require some advance preparation; some are subject specific.

[http://www.educationworld.com/a\\_lesson/archives/fillers.shtml](http://www.educationworld.com/a_lesson/archives/fillers.shtml)

This site features a variety of five minute language and math fillers.

<http://tepserver.ucsd.edu/courses/tep129/EducationalSponges.pdf>

This document features low-prep sponge activities.

<http://www.innovativeclassroom.com/Teaching-Toolbox/Sponge-Activities/>

This site features activities that can be used as extensions.

<http://www.geocities.com/mrsjacksonsclass/spongeactivities.htm>

This site features sponge activities listed through themes.

[http://www.atozteacherstuff.com/Tips/Sponge\\_and\\_Transition\\_Activities/](http://www.atozteacherstuff.com/Tips/Sponge_and_Transition_Activities/)

This site contains both sponge and transitional activities.

## **BEGINNING ACTIVITIES WITH YOUR ELEMENTARY STUDENTS**

Be ready to tell one playground rule.

Be ready to tell me the names of the children in our class which begin with J (or M, etc.).

Be ready to draw something that is only drawn in circles.

Be ready to tell a good health habit.

Have a color word on the board. Have children draw something that color.

Flash fingers – children tell you how many fingers you flash.

Say numbers, days of the week, months – and have children tell what comes next.

“I went to the sporting goods store and I bought...” – each child names an item.

What number comes between these two numbers: 31-33, 45-47, etc.?

What number comes before/after 46, 52, 13, etc.?

Have a good word written on the board. Children make a list of words that rhyme.

Put spelling words in alphabetical order.

Count to 100 by 2"s, 5"s, 10"s, etc. – either oral or written.

Think of animals that live on a farm, in the jungle, in the water, etc.

Give names of fruit, vegetables, meats, etc.

Hangman using the names of children in the class or colors or numbers.

“Simon Says”.

List things you can touch, things you can smell, big things, small things, etc.

List the colors you are wearing.

Clapping games.

Finger plays.

## **DISMISSAL ACTIVITIES WITH YOUR ELEMENTARY STUDENTS**

“I Spy” – who can find something in the room that starts with M (or P, etc.)?

Who can find something in the room that has the sound of a, long a, etc.?

Number of rows or tables – the substitute signals the number of tables with fingers and the students leave accordingly.

Those children who have all crayons put away may leave now, etc.

Count in order by 2"s, 5"s, etc.

Say the days of the week or the months of the year.

What day is it, what month is it, what is the date, what is the year, how many months in a year, how many days in a week, etc.?

## **REWARD ACTIVITIES WITH YOUR ELEMENTARY STUDENTS**

“We have had a good day! Who helped it be a good day for all of us? John, you remembered to raise your hand. Good for you. You may line up to leave. Ellen showed us that she could be quiet coming into the room today. You may line up to leave, Ellen. Bob remembered his library book all by himself. Davy walked all the way to the playground – he remembered our safety rules. Lori brought

things to share with us. Tom surprised us with a perfect spelling paper – he must have practiced, etc., etc.” Some students can be grouped together for good deeds to speed things up. Teacher can finish, “You’re all learning to be very thoughtful. I’m very proud of all of you and you should be very proud of yourselves.”

“I Spy” – who can find something in the room that starts with M (or P, etc.)?

Use flashcards. A first correct answer earns the opportunity to enter the line for dismissal.

To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, square, etc.

Say a word that begins or ends with certain consonants, blends, etc.

Name an object that begins with B, C, etc.

## **INTERMEDIATE LEVEL SPONGES**

List the continents of the world.

Make up three names for rock groups.

Name as many kinds of windstorms as you can.

Name as many gems or precious stones as you can.

Write the names of all the girls in your class.

Name as many teachers at this school as you can.

List as many states as you can.

Write: (1) an abbreviation; (2) a Roman numeral; (3) a trademark; (4) a proper name? (biographical); (5) a proper name? (geological).

How many countries and their capitals can you name?

How many baseball teams can you name?

Write down as many cartoon characters as you can.

List as many kinds of flowers as you can.

Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.

Write what you would do if you saw an elephant in your backyard.

Name as many types of ice creams as you can.

List five parts of the body that have three letters.

List one manufactured item for each letter of the alphabet.

List as many nouns in the room as you can.

List the mountain ranges of the United States.

Make a list of five things you do after school.

List one proper noun for each letter of the alphabet.

Write one kind of food beginning with each letter of the alphabet.

Name as many holidays as you can.

Name as many bells as you can that are used in sports games.

List as many United States presidents as you can.

List all the work tools you can think of.

List as many models of cars as you can.

Name all the colors you know.

How many parts of an auto can you list?  
How many animals can you list that begin with vowels?  
List as many kinds of trees as you can.  
Name as many countries of the world as you can.  
List as many personal pronouns as you can.  
List as many kinds of transportation as you can.  
How many different kinds of languages can you name?  
You have five children. Make up their names.

## **HIGH SCHOOL LEVEL SPONGES**

List as many states as you can.  
How many countries and their capitals can you name?  
List as many United States Presidents as you can.  
List as many models of cars as you can.  
Name as many countries of the world as you can.  
List as many personal pronouns as you can.  
Name as many politicians as you can.  
List all the sports you can think of.  
List all the foods you can that have sugar in them.  
Name as many teachers at this school as you can.  
Name all the parts of speech and give an example of each.  
Why are these dates important? 1492, 1606, 1776, 1812?  
Find these rivers on your map: Mississippi, Rio Grande, Colorado, Hudson.  
Name the different sections of the newspaper.  
  
Name all the foods you can think of that contain protein.  
Name all the words you can that begin with the prefix "in".  
Write a paragraph about:  
    What you do well.  
    Your favorite time of day.  
    Your most indispensable possession.  
    Your favorite song, book, etc.  
    The best advice you ever received.  
    Who you would like to meet.  
    If you could give any gift in the world, what would you give and to whom.  
    Where you'd live if you could live anywhere.  
    What you like most about yourself.  
    What kind of animal you'd like to be.  
    What "clothes make a person" means to you.  
    What "the grass is always greener on the other side of the fence" means.  
    What "you can catch more flies with honey than with vinegar" means.  
    What "there are two sides to every coin" means.  
    What makes your best friend your best friend.  
    What three words or what color describe you best right now.

What four things that are most important in your life.  
What you would do if you had a million dollars.  
What law you'd like to create.  
Who are your heroes.  
Who has had the most influence on your life.  
When you feel happiest, most proud, etc.

## **EXTENSION ACTIVITIES**

### English/Language Arts/Reading:

Illustrate your spelling words. Don't actually write the word, but make your picture really reflect the meaning of the word.  
Create newspaper headlines using your spelling words.  
Use each letter in your spelling word to describe it (i.e. cat = C – cuddly; A – animal; T – timid).  
Write a poem using all of your spelling words.  
Write a creative story using your spelling words.  
Create antonyms and synonyms using your spelling word.  
Write a letter to the author of the book you are reading. What questions would you ask him or her? What do you like best or least about the story?  
Create a best-seller list of your ten favorite books and then compare the list with the rest of the class.  
Rewrite the ending to a book you have read.  
Write a paragraph about who was your favorite story character and why?  
Write a creative story.  
The teacher will recite a story to the class. Stop at a predetermined spot and ask the class to write the ending.  
Students take a spelling or vocabulary word and lists other words that can be created from the letters in the word.  
Unscramble spelling or vocabulary words.  
Word finds.

### Social Studies:

Choose an important event that took place in U.S. or world history (example: the first atomic bomb explosion during WWII). Now, pretend that you “were there” and have to write an article for your city’s newspaper. What will you say?  
Choose an important event that took place in U.S. or world history and pretend that you “were there”. How did the event impact you, your family, your friends?  
  
Choose an important person from U.S. or world history. Write a letter to him/her and ask any questions you'd like answered by that person.

Choose an important individual from U.S. or world history. Then, write a first-hand journal entry that might have been written by him/her during that time period.

If you could be anyone in history, who would it be and why?

Find similarities and differences between two events that took place at different times in history.

If you could live at any time in history, when would it be and why? Where would you be living? What would you be doing?

If you lived during the depression, how would you have helped your family?

Write a persuasive paper to anyone in history who did something that you would like for him or her to reconsider not doing.

List the capitals for every state or every country.

#### Science:

Write a letter to a member of the government about an environmental issue you've learned about in class.

If you could invent anything, what would it be and why?

Write how you think inventions are created? What process does the inventor use?

Write a letter to a famous scientist or person who has contributed to science. Be sure to include questions you would really like this person to answer for you.

If you could be any animal, which would it be and why?

What invention do you think has had the most important impact on the world and why?

What invention do you think has had the most important impact on you and why?

Make a list of ten things in life that are difficult or inconvenient and come up with ideas for inventions that could help make these things easier or more convenient.

Make a list of what you think are the top ten environmental issues in today's world.

Place them in the order of importance and explain why the #1 issue is the most important.

Write an advertisement for an invention created in (name the time period). Be prepared to brainstorm with the students the inventions that were created during that time period.

Make a list of words that pertain to a particular scientific category.

## Math:

Prepare handouts of simple math puzzles applicable to the grade level.

<http://mathforum.org/students/elem/probs.html>. Sudoku and KenKen are good options for middle school and high school students.

Mental math games (first student to answer the question correctly wins). Write a number sequence in a predetermined amount of time.

### Thinking games:

A farmer had 26 cows. All but 11 died. How many are left? (11)

Some months have 30 days and some have 31 days. How many months have 25 days? (all of them)

How many combination of coins can you come up with that will make 82 cents (or any other monetary solution).

Play this game in 5 minutes (it is best to give this game in writing or prepared on the board):

Write any number 1 through 9. Multiply by 2.

Add 4.

Multiply by 5. Add 12.

Multiply by 10.

Subtract 320.

Strike off the last two digits.

What do you have? (the number with which you started)

Play this game in 5 minutes (it is best to give this game in writing or prepared on the board):

Write down your age. Multiply by 2.

Add 5.

Multiply by 50.

Subtract the number of days in a year (don't give the answer).

Add the number if your birth month (for example, if you were born in August then you would add 8).

Add 115.

The answer will be: first two numbers will be the student's age and the last two numbers will be his birth month.



## **SPECIAL CLASSROOM ASSIGNMENTS**

BIC (Behavior Intervention) – qualifying students participating in the general school program within a more stringently structured classroom.

Content Mastery - qualifying students receive one-on-one help in a small setting. Students are taught the lesson from the classroom teacher and then go to the content mastery room for additional help or small modifications.

English as a Second Language (ESL) – qualifying students who need help with English. The substitute does not need to be bilingual.

Functional Academics – qualifying students with moderate to severe delays.

Inclusion – qualifying students have regular education teachers who go into the inclusion classroom to provide general education instruction.

Life Skills – qualifying students who are medically fragile with a variety of handicapping conditions. Students may need help with lessons, mobility, eating, etc. Some students may be in wheelchairs.

PPCD (Pre-School Program for Children with Disabilities) – qualifying students ages 3-5 years old who have various disabilities.

Resource – qualifying students with disabilities whose learning difficulties hinder their ability to learn without the assistance of direct services. Students participate in the general school program and receive assistance only in the areas where the need exists.

RISE – qualifying students who have significant communication, social, and behavioral issues, thus needing a highly structured environment.

Self Contained – qualifying students in a smaller classroom setting who need individualized instruction and enhanced support.

## **SUBSTITUTE JOB DESCRIPTION**

**Job Title:** Substitute Teacher/Aide

**Wage/Hour Status:** Exempt

**Reports to:** Campus Principal/Substitute Coordinator

**Pay Grade:** Substitute Pay Scale

**Dept. /School:**

**Date Revised:** 08/2018

### **Primary Purpose:**

The substitute teacher is responsible for managing an assigned classroom, carrying out the appropriate learning activities, and following the lesson plan developed by the classroom teacher of record in order to ensure student learning activities and experiences are not interrupted during the classroom teacher's absence.

### **Qualifications:**

#### **Education/Certification:**

High school diploma or GED  
Texas teaching certificate, preferred

#### **Special Knowledge/Skills:**

General knowledge of curriculum and instruction  
Knowledge of various routine tasks, duties, and procedures and the ability to follow specific instructions with little or no previous experience  
Flexibility to cope with and meet the goals and needs of the assigned school  
Knowledge of organizational, communication, and interpersonal skills required to achieve the goals of the position  
Ability to instruct and manage student behavior

#### **Experience:**

Previous classroom experience preferred

#### **Major Responsibilities and Duties:**

Present lesson plans and subject matter that fulfill requirements of the teacher of record's curriculum program and in a manner that students will understand  
Serve as a positive role model for students  
Present subject matter according to guidelines established by the Texas Education Agency, Board of Trustee policies, and administrative regulations  
Create an environment conducive to learning and appropriate for the maturity level, interests, and needs of the student  
Establish and maintain efficient classroom management procedures and standards of student behavior  
Maintain all necessary and reasonable precautions to protect students, equipment, materials, and facilities  
Establish and maintain open lines of communication with students  
Maintain a cooperative and professional relationship with all colleagues, students, parents, and community members

Identify student needs and cooperate with other professional staff members in assessing and helping students resolve health, attitude, and learning problems  
Keep accurate records of student information and compile, maintain, and file all reports, records, and other documents required by the school and district  
Keep abreast of all information contained in the Substitute Teacher Handbook and comply with district and school regulations and policies  
Maintain prompt and regular attendance for each substitute assignment  
Perform any and all duties as assigned  
Successfully advances district initiatives

**Working Conditions:**

**Mental Demands/Physical Demands/ Environmental Demands:**

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

## TEACHER JOB DESCRIPTION

**Job Title:** Teacher  
**Reports to:** Principal

**Wage/Hour Status:** Exempt  
**Pay Grade:** Teacher Salary Schedule  
(187 Calendar)

**Dept./School:** Assigned Campus

**Date Revised:** 09/01/2018

### **Primary Purpose:**

Provide students with appropriate learning activities and experiences in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

### **Qualifications:**

#### **Education/Certification:**

- Bachelor's degree from an accredited university
- Valid Texas teaching certificate with required endorsements or required training for subject and level assigned
- Demonstrated competency in the core academic subject area assigned

#### **Special Knowledge/Skills:**

- Knowledge of core academic subject assigned
- General knowledge of curriculum and instruction
- Ability to instruct students and manage their behavior
- Strong organizational, communication, and interpersonal skills

#### **Experience:**

- At least one-year student teaching or approved internship

### **Major Responsibilities and Duties:**

#### ***Instructional Strategies:***

1. Develop and implement lesson plans that fulfill the requirements of district's curriculum program and show written evidence of preparation as required.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.

4. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
5. Conduct assessment of student learning styles and use results to plan instructional activities.
6. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
7. Work with other members of staff to determine instructional goals, objectives, and methods according to District requirements.
8. Plan and supervise assignments of teacher aide(s) and volunteer(s).
9. Use technology to strengthen the teaching/learning process.

***Student Growth and Development:***

10. Help students analyze and improve study methods and habits.
11. Conduct ongoing assessment of student achievement through formal and informal testing.
12. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
13. Be a positive role model for students, support mission of school district.

***Classroom Management and Organization:***

14. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
15. Manage student behavior in accordance with Student Code of Conduct and student handbook.
16. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
17. Assist in selection of books, equipment, and other instructional materials.

***Communication:***

18. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
19. Maintain a professional relationship with colleagues, students, parents, and community members.
20. Use effective communication skills to present information accurately and clearly.

***Professional Growth and Development:***

21. Participate in staff development activities to improve job-related skills.

22. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers.
23. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
24. Attend and participate in faculty meetings and serve on staff committees as required.
25. Perform any and all duties as assigned.
26. Successfully advances district initiatives.

**Supervisory Responsibilities:**

Supervise assigned teacher aide(s).

**Working Conditions:**

**Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

## **SPECIAL EDUCATION TEACHER JOB DESCRIPTION**

**Job Title:** Special Education Teacher

**Wage/Hour Status:** Exempt

**Reports to:** Principal

**Pay Grade:** Minimum Salary Schedule

**Dept./School:** Assigned Campus

**Date Revised:** August 2018

### **Primary Purpose:**

Provide special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned.

### **Qualifications:**

#### **Education/Certification:**

Bachelor's degree from an accredited university

Valid Texas teaching certificate with required endorsements or required training for subject and level assigned

#### **Special Knowledge/Skills:**

Knowledge of special needs of students in assigned area

Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual

Education Plan (IEP) goal setting process and implementation

General knowledge of curriculum and instruction

Ability to instruct students and manage their behavior

Strong organizational, communication, and interpersonal skills

#### **Experience:**

At least one-year student teaching or approved internship

### **Major Responsibilities and Duties:**

#### **Instructional Strategies**

Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned.

Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.

Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.

Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.

Participate in ARD Committee meetings on a regular basis.

Conduct assessment of student learning styles and use results to plan for instructional activities.

Present subject matter according to guidelines established by IEP.  
Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned.  
Plan and supervise assignments for teacher aide(s) and volunteer(s).  
Use technology in teaching/learning process.

### **Student Growth and Development**

Conduct ongoing assessments of student achievement through formal and informal testing.  
Provide or supervise personal care, medical care, and feeding of students as stated in IEP.  
Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by campus principal.  
Be a positive role model for students; support mission of school district.

### **Classroom Management and Organization**

Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.  
Manage student behavior and administer discipline. This includes intervening in crisis situations and physically restraining students as necessary according to IEP.  
Consult with classroom teachers regarding management of student behavior according to IEP.  
Consult district and outside resource people regarding education, social, medical, and personal needs of students.  
Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.  
Assist in selection of books, equipment, and other instructional materials.

### **Communication**

Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.  
Maintain a professional relationship with colleagues, students, parents, and community members.  
Use effective communication skills to present information accurately and clearly.

### **Other**

Participate in staff development activities to improve job-related skills.  
Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.  
Compile, maintain, and file all physical and computerized reports, records, and other documents required.  
Attend and participate in faculty meetings and serve on staff committees as required.  
Perform any and all duties as assigned.  
Successfully advances district initiatives.



**Supervisory Responsibilities:**

Supervise assigned teacher aide(s).

**Working Conditions:**

**Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing, and pulling. Move small stacks of textbooks, media equipment, desks, and other classroom or adaptive equipment. May be required to lift and position students with physical disabilities; control behavior through physical restraint; and assist non-ambulatory students. Exposure to biological hazards.

**The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.**

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_



## CLASSROOM/INSTRUCTIONAL AIDE JOB DESCRIPTION

**Job Title:** Instructional Aide

**Wage/Hour Status:** Nonexempt

**Reports to:** Principal and Teacher(s) Assigned

**Pay Grade:** (187 Calendar)

**Dept./School:** Assigned Campus

**Date Revised:** 04/30/2018

### **Primary Purpose:**

Assist teacher in preparation and management of classroom activities and administrative requirements. Work under supervision of certified teacher.

### **Qualifications:**

#### **Education/Certification:**

- High school diploma or GED
- Valid Texas educational aide certificate

#### **Special Knowledge/Skills:**

- Ability to work well with children
- Ability to communicate effectively

#### **Experience:**

- Some experience working with children

### **Major Responsibilities and Duties:**

#### **Instructional Support:**

Assist teacher in preparing instructional materials and classroom displays.

Assist with administration and scoring of objective testing instruments or work assignments.

Help maintain neat and orderly classroom.

Help with inventory, care, and maintenance of equipment.

Help teacher keep administrative records and prepare required reports.

Provide orientation and assistance to substitute teachers.

#### **Student Management:**

Conduct instructional exercises assigned by the teacher; work with individual students or small groups.

Help supervise students throughout school day, inside and outside classroom. This includes lunchroom, bus, and playground duty.

Keep teacher informed of special needs or problems of individual students.

**Other:**

Participate in staff development training programs to improve job performance.

Participate in faculty meeting and special events as assigned.

Perform any and all duties as assigned.

Successfully advances district initiatives.

**Supervisory Responsibilities:**

None.

**Equipment Used:**

Copier, personal computer, and audiovisual equipment.

**Working Conditions:****Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Moderate standing, stooping, bending, and lifting.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

## **SPECIAL EDUCATION CLASSROOM/INSTRUCTIONAL AIDE JOB DESCRIPTION**

<b>Job Title:</b>	Instructional Aide I Special Services	<b>Wage/Hour Status:</b>	Nonexempt
<b>Reports to:</b>	Principal and teacher(s)	<b>Pay Grade:</b>	(187 Calendar)
<b>Dept./School:</b>	Assigned Campus	<b>Date Revised:</b>	10/17/2011

### **Primary Purpose:**

Help special education teacher provide for physical and instructional needs of students with disabilities in special education setting. Assist in implementation of classroom programs, including self-help, behavior management, and instruction programs. Work under general supervision of principal and immediate direction of certified teacher.

### **Qualifications:**

#### **Education/Certification:**

- High school diploma or GED
- Valid Texas educational aide certificate

#### **Special Knowledge/Skills:**

- Ability to work with children with disabilities
- Ability to follow verbal and written instructions
- Ability to communicate effectively
- Knowledge of general office equipment

#### **Experience:**

- Some experience working with children

### **Major Responsibilities and Duties:**

#### ***Instructional Support:***

27. Help teacher prepare instructional materials and classroom displays.
28. Help maintain a neat and orderly classroom.
29. Help with inventory, care, and maintenance of equipment.
30. Help teacher keep administrative records and prepare required reports.
31. Provide orientation and assistance to substitute teachers.
- 32.

#### ***Student Management:***

33. Help manage behavior of students. This includes intervening in crisis situations and restraining disruptive or dangerous student behavior as needed.

34. Assume responsibility for learning and adapting to each student's special medical, physical, communicative, and emotional needs.
35. Work with individual students or small groups to develop skills and conduct instructional exercises assigned by teacher.
36. Keep teacher informed of special needs or problems of individual students.

***Other:***

37. Maintain confidentiality.
38. Participate in staff development training programs, faculty meetings, and special events as assigned.
39. Perform any and all duties as assigned.
40. Successfully advances district initiatives.

**Supervisory Responsibilities:**

None.

**Equipment Used:**

Personal computer, copier, and audiovisual equipment.

**Working Conditions:**

**Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Frequent standing, stooping, bending, kneeling, pushing, and pulling; regular heavy lifting of students.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

## CISD SUBSTITUTE REPORT FORM

*Please complete this form and return it to the front office at the end of the day.*

Substitute \_\_\_\_\_ Date \_\_\_\_\_

Substituted for \_\_\_\_\_ Subject \_\_\_\_\_

1. Were the following materials available?

Lesson Plans \_\_\_\_\_

Grade book or class roll \_\_\_\_\_

Seating chart \_\_\_\_\_

Classroom procedures \_\_\_\_\_

Necessary keys/maps of school \_\_\_\_\_

2. Was the schedule clear? \_\_\_\_\_ 3. Were *adequate* lesson plans provided? \_\_\_\_\_

If not, please elaborate \_\_\_\_\_

\_\_\_\_\_

4. Did you have any special problems? \_\_\_\_\_

\_\_\_\_\_

5. Did you feel welcome at the school? Did the faculty, staff and administration seem friendly, helpful or supportive? \_\_\_\_\_

\_\_\_\_\_

*Please complete the section below to help us improve student behavior for substitutes*

6. Give the names of specific students who caused problems and offer a description of the problem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Name of students who offered assistance and the nature of this help.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Any suggestions that will help us provide better service to our substitutes will be appreciated.

\_\_\_\_\_

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You may use the reverse side for additional comments. Thank you for completing this survey.



**CROWLEY ISD**  
**CLASSROOM TEACHER'S REPORT ON SUBSTITUTE**

Teacher \_\_\_\_\_ Subject/grade \_\_\_\_\_

Campus \_\_\_\_\_

Name of Substitute \_\_\_\_\_

Please answer the following questions:

	Yes	No
Were your lesson plans followed?		
Were materials put away and room in order?		
Were attendance procedures followed?		
Would you recommend using this substitute again?		
Was the Substitute Report form left in your box?		

Comments:

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Return this form to either your Principal or Assistant Principal. Thank you for completing this survey.

**CROWLEY ISD PUBLIC SCHOOLS**

**SPECIAL REPORT OF SUBSTITUTE TEACHERS**

Name of Substitute \_\_\_\_\_

Name of Classroom Teacher \_\_\_\_\_

Date of Substitution \_\_\_\_\_ Subject of Grade \_\_\_\_\_

**To be completed by Classroom Teacher**

<u>CLASSROOM PROCEDURE</u>	YES	NO	COMMENTS
Acceptable use of lesson plans	_____	_____	_____
Papers collected and left in order by periods	_____	_____	_____
Sufficient notes left to resume instruction	_____	_____	_____
Appropriate disciplinary actions taken and records left for teacher	_____	_____	_____
Acceptable handling of records and routines	_____	_____	_____

**To be completed by Administrator**

<u>PROFESSIONAL QUALIFICATIONS</u>	YES	NO	COMMENTS
Prompt arrival on campus	_____	_____	_____
Fair treatment of students	_____	_____	_____
Cooperative with staff members	_____	_____	_____
<u>PERSONAL QUALIFICATIONS</u>			
Professional appearance	_____	_____	_____
Acceptable poise and self-control	_____	_____	_____
Acceptable grammar – verbal and written	_____	_____	_____

Circle the one rating which most nearly summarizes your general estimate of this individual as a substitute.

SUPERIOR                      STRONG                      AVERAGE                      FAIR                      GOOD

If you are requesting that this person not be reassigned to your school, please indicate this in the space below and state the reasons for this request. Please be specific. (Use the back of this form if additional space is necessary) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principal: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

# SUBSTITUTE HANDBOOK RECEIPT

Substitute's Name \_\_\_\_\_

I hereby acknowledge that I have been informed that the Crowley ISD Substitute Employee Handbook is available for my review and, if I choose, to print from the CISD website ([www.crowley.k12.tx.us](http://www.crowley.k12.tx.us)). **I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document prior to working in my first assignment.**

I agree that I shall adhere to the professional ethical conduct practices and performances as prescribed in this substitute handbook.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this booklet. Substitutes must become familiar with School Board policies which are available for viewing on the CISD website. Substitutes will be notified of policy changes and all other important information through postings on the AESOP WebConnect site or evening telephone calling. Substitutes are expected to view the WebConnect site weekly and are held accountable for the information provided to him or her through any communication method. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

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

I understand that the district periodically obtains criminal history record information on any person employed by the district.

I understand that I have an obligation to inform the CISD Substitute Coordinator, in writing, of any changes to my records including personal information, such as my name, phone number, or address, the campuses I wish to serve at, the positions I wish to serve in, etc. I also accept responsibility for contacting CISD Substitute Coordinator, in writing, if I have any questions, concerns, or need further explanation.

Substitute Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please sign and return to the CISD Substitute Coordinator.**