

SUBSTITUTE HANDBOOK



*The goal of a successful Substitute is to
Move Education forward one
Academic Day at a time.*

GARLAND INDEPENDENT SCHOOL DISTRICT

GARLAND INDEPENDENT SCHOOL DISTRICT EQUAL OPPORTUNITY POLICY STATEMENTS

1. No administrative officer or employee of the Garland Independent School District, acting in his/her official capacity, may discriminate on the basis of a person's sex, race, religion, color, language, or national origin regarding: personnel practices, including assigning, hiring, promoting, compensating, and discharging employees; use of facilities; awarding contracts; and participation in programs.
2. No student shall, on the basis of sex, race, religion, language, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity sponsored by this school district except as specifically provided in Title IX implementing regulations.
3. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by this school district except as specifically provided in Section 504 Implementing Regulations.
4. Garland Independent School District does not discriminate on the basis of disability by denying access to the benefits of District services, programs, or activities.

Inquiries regarding any of these statements should be directed to Student Services, P.O. Box 469026 Garland, Texas 75046/972-494-8255.

Effective August 1, 1991, employees are prohibited from smoking or using tobacco in any form on all Garland Independent School District property and within district owned vehicles.

DRUG-FREE WORKPLACE NOTICE DI (EXHIBIT)

The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, and alcohol in the workplace.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Sanctions may include:

Referral to drug and alcohol counseling or rehabilitation programs;

Referral to employee assistance programs;

Termination from employment with the District; and referral to appropriate law enforcement officials for prosecution.

As a condition of employment, an employee shall:

Abide by the terms of this notice; and notify the Superintendent, in writing, if the employee is convicted for a violation of a criminal drug statute occurring in the workplace. The employee must provide the notice in accordance with DH(LOCAL).

[This notice complies with the requirements of the federal Drug-Free Workplace Act (41 U.S.C. 702).]

Tobacco Use

Policies DH, FNCD, GKA

State law prohibits smoking or using tobacco products on all district-owned property and at school-related or school-sanctioned activities, on or off campus. 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 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. Garland ISD includes any mechanical, electronic, or imitation devices designed to simulate cigarettes or cigars regardless of substance content as a prohibited item. <http://pol.tasb.org/Policy/Code/364?filter=DH> and <http://pol.tasb.org/Policy/Code/364?filter=DI>



Reasonable Assurance Agreement

(Signed on hire date)

I agree to comply with the regulations, policies and rules of the Garland Independent School District. Additionally, I understand that the District's schools will be closed during holidays, winter break, spring break, summer break, bad weather days, staff development days, days closed by decision of superintendent, etc., substitute work will not be available. Any unemployment benefits will not be based on school district's wages, as substitutes will be considered to have reasonable assurance of return to their normal duties when the break ends and classes resume.

All substitutes should be aware that if the Substitute Office receives, in writing, three complaints about the performance of a substitute, she/he may be suspended from service until a conference is held with the Director of Human Resources or designee. The Director or designee may suspend or dismiss a substitute employee without three written complaints, if such action is warranted and in the best interest of the students or the district.

Substitute employment is "at will", temporary, and intermittent employment. Non-contractual employees have no property right in their employment and may be dismissed at will at any time for no reason or for any reason not prohibited by law. Non-contractual employees may resign at any time for any reason or no reason. Neither this agreement, nor any communication by any Garland ISD employee, oral or written, nor any conduct of any kind between substitute employees and Garland ISD representatives is intended in any way to create an employment contract binding on either Garland ISD or any substitute employee.

* I hereby acknowledge receipt of the required substitute training information and agree to comply with the standards, policies, and procedures defined or referenced in the substitute handbook and training materials.

*Upon resignation/termination, substitutes are required to return their picture ID badge within the week of resignation/termination date.

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ABSENCE MANAGEMENT SYSTEM -SUBSTITUTE GUIDE (back of handbook)

(Found online @ app.frontlineeducation.com)

This handbook supersedes all prior editions of the Garland ISD Substitute Handbook

GENERAL INFORMATION

Qualifications of a Substitute

The District seeks to employ persons holding valid Texas teaching certificates to serve as substitute teachers. However, when additional substitute teachers are needed, applicants with a four-year college degree will be considered for substitute teaching. Paraprofessionals (aides) must have at least a high school diploma or equivalent.

Pre-Employment Requirements

Before a substitute teacher or aide can be placed on our Absence Management System, the following requirements must be met:

1. **On-line application** completed.
2. If applying as a teacher, a **copy of college transcripts** showing degree(s) conferred (including teacher certification if applicable), **or** if applying as an aide, a **copy of high school diploma** or equivalent.
3. **Form I-9** – with documents satisfying this form. www.uscis.gov/i-9.pdf
4. **Substitute Employment Agreement** signed and dated.
5. **Issues of Confidentiality Form** initialed, signed and dated.
6. **W-4 Form** completed.
7. **Direct Deposit Form** (with voided check) or Cash Pay Enrollment Form.
8. **Fingerprinting.** Based on Texas Senate Bill 9 (SB9), all substitutes will be required to be fingerprinted as a condition of substitute employment. *Uncertified* applicants will be provided a FastPass form and instructions at the Orientation regarding this process. *Certified* applicants will be required to go online to SBEC, update their profile and their FastPass will be sent to their email address. Additional information will be given at the Orientation regarding this process as well. **All potential subs should be advised that the estimated cost of \$47.61 for the fingerprinting process will be their responsibility.**
9. Additional paperwork distributed prior to orientation
10. **Attendance at Orientation** for new substitutes.

Calling Information

The **most efficient way to accept job assignments is to go online to app.frontlineeducation.com** but, for the daily unfilled jobs, a computerized central calling system (AM) supplies substitutes to each school. When your services are needed, a computer will call you. Each time you accept an assignment, you will be given a confirmation number. You must enter this confirmation number on the sign-in sheet provided at each school. Only persons on the district approved substitute list will be eligible to serve as substitutes. The computer call out times are:

School days	Morning - 5:30 a.m. to 11:45 a.m. - assignments for that day only. Evening - 6:00 p.m. to 10:00 p.m. - calls for future assignments.
Weekend/Holidays	Evening Only - 6:00 p.m. to 10:00 p.m. - calls for future assignments.

The phone number to call the **Absence Management System** is **1-800-942-3767**. The system is operational 24 hours a day. Substitutes may call this number to accept an assignment if they are on a preferred list at a school, have been requested for a specific assignment, or to find available assignments. Substitutes may also call this number to review an assignment previously accepted.

The phone number for the Substitute Office is 972-487-3067 or 972-487-3068.

Email questions to Ljclark@garlandisd.net OR BMoctezu@garlandisd.net

You must notify the Substitute Office of any change in address, email or telephone number. You may “block yourself “from getting calls. Please follow instructions: Absence Management Homepage>Preferences Tab>Call Times. If you need further explanation click the Frontline Support button>Watch instructional videos.

Canceling Assignments

If you must cancel an assignment, please do so as early as possible in order for the system to locate another substitute for this assignment. Only in extreme emergencies should an assignment be canceled the day of the assignment. If you must cancel an assignment on the day of an assignment, please notify the school personally.

Commitment

By your request to be placed on the Absence System, you accept a commitment to teach when you are called. Substitutes who repeatedly turn down assignments, who are repeatedly unavailable for calls, or who frequently cancel assigned positions will be reviewed and may be suspended from the substitute calling system or dismissed.

Reviewing Assignments / Retrieving Confirmation numbers

It is essential to have a confirmation number each day that you work. It is the responsibility of the substitute to review the system to retrieve the confirmation number and the times for the assignment.

If the assignment on the system reflects a half-day, the substitute will be paid for a half day. If the assignment turns out to be a full day, the school must make this change on the system. If this change has not been made on the system when the assignment is reviewed, report the change to the appropriate school office as soon as possible.

If a substitute is called personally by a teacher or principal, a confirmation number must be obtained. Review the system the morning of the absence to verify that the absence has been assigned to you. Make sure to read and follow all “Notes To Substitute” for the assignment. Print out any attachments. You will receive an email when the absence has been assigned.

If you work more than one day on the same assignment, you may or may not have the same confirmation number for each day, but you must have a confirmation number on the system each day that you work. Without a confirmation number, you are not guaranteed pay for that assignment.

Substitute Sign-In Sheets

A Substitute Sign-In Sheet will be provided in the office at each school. Please print the date, time of arrival, your name, and confirmation number. If you are to travel to two schools, you must sign in and check 1/2 day at each school. The sign-in sheets are used for verification.

Payroll is taken from the data on the Absence Management System; therefore, it is imperative that the computer accurately reflect your working hours and days which you can verify by reviewing your assignments.

Appropriate Dress

All employees shall observe neatness and modesty in clothing and personal appearance. Substitutes are professionals and should dress accordingly. An employee is not appropriately dressed if the employee is a disturbing influence in the classroom. Appropriate dress is determined by the Campus Administrator. **Jeans** are NOT appropriate dress unless approval is obtained **before** you arrive at any campus.

Retired Teachers and Paraprofessionals

Retired teachers and paraprofessionals who receive an annuity from the Teacher Retirement System of Texas no longer have any limitation on the number of days which may be worked as a substitute employee.

Effective September 1, 2016 a change to the TRS Administrative Rule 31.1 (b) relating to Definitions. The current rule allows a retiree to substitute without limit in a position held by a *current* employee – provided the retiree is *only* working as a substitute. GISD does not allow retirees to substitute for a vacant position or extra teacher. Retirees must be in an absence under another staff member's name.

You must notify Payroll and the Substitute Office if you retire and start receiving annuity after being hired and did not give this information during your hiring paperwork. *Payroll 972-487-3130*.

Teacher Retirement Eligibility for Non-retirees

If you are not a retired teacher, have previously participated in the Teacher Retirement System of Texas, or become an active member of TRS, and substitute **at least ninety (90) days** during the current school year or any district or combination of districts, you are eligible to **buy** one year of credit toward retirement. You should contact the Teacher Retirement System to make arrangements:

Teacher Retirement System of Texas, 1000 Red River St., Austin, TX 78701, 1-800-223-8778

Creditable Service – Non-retirees

Beginning in the 1998-99 school year, experience as a substitute teacher has been recognized as creditable service for determining salary placement, as long as the person (substitute) held a valid Texas teaching certificate at the time the service was rendered. All prior year service as a substitute teacher can be claimed for creditable service (salary placement), as long as the requirements for the minimum number of days worked and the certification were met.

School hours

All schools operate on a staggered schedule to reduce the number of buses needed to transport students.

General school hours

Pre-Kindergarten schools

- **8:10 a.m. - 11:05 a.m. for Morning Pre-Kindergarten**
- **12:25 p.m. - 3:20 p.m. for Afternoon Pre-Kindergarten**

Elementary schools

- **8:10 a.m. - 3:20 p.m.**
- **8:50 a.m. - 4 p.m. for Classical Center at Vial**
- **8:10 a.m. – 4:20 p.m. Handley, (ACE School) Extra hour pay**

Middle schools

- **8:50 a.m. - 4 p.m.**
- **8:50 a.m. – 5 p.m. Lyles, (ACE School) Extra hour pay**

High schools

- **7:30 a.m. - 2:40 p.m.**
- **7:15 a.m. - 2:45 p.m. Gilbreath-Reed Career & Technical Center**

Early dismissal times

- **Elementary schools - 1:25 p.m.**
- **Middle schools and Classical Center at Vial - 2:05 p.m.**
- **High schools - 12:40 p.m.**

For Your Information, we have inserted this Special Education Information taken from the Special Educations handbook: <https://www.garlandisd.net/content/special-education>

GISD SPECIAL EDUCATION: INSTRUCTIONAL PROGRAMS

III. Instructional Programs Support Personnel Services 2 Special Education Handbook

Speech Therapy

Speech and language therapy is available to all students, ages three through twenty-one years enrolled in Garland ISD that meet district eligibility criteria as speech impaired. Through evaluation and intervention, the speech-language pathologist helps students with communication disorders in the areas of articulation, language, voice, and fluency.

Adapted Physical Education (APE)

Students, who are unable to access general physical education requirements with or without modifications, may be eligible to receive Adapted Physical Education (APE) services.

Preschool Program for Children with Disabilities (PPCD)

This program is for identified children, ages three, four, and five. These students are provided instruction in the developmental areas of pre-academics/academics, language or speech, motor, self-help, and social/emotional. A continuum of services is offered based on student need. Included under the auspices of PPCD is the Primary Behavior Intervention (PBI) class. The PBI class is composed of students who have been fully assessed, including a psychological evaluation. Students assigned to the PBI class have been identified as emotionally disturbed or have exhibited behavioral patterns that consistently interfere with age appropriate skill development. This classroom will utilize a combination of interventions which include the impulse control sequence and behavior modification techniques.

Behavior Programs (BA, BASE, ABC)

The BA, BASE and ABC classes are composed of students who have been fully assessed, including a psychological evaluation.

The Behavior Adjustment (BA) classes are designed to serve elementary students with disabilities whose behavior patterns are such that they consistently interfere with their educational performance or the educational performance of others in the general classroom. The classes are arranged to provide a very structured learning environment for each student. The majority of students have been diagnosed as having a moderate to severe degree of emotional disturbance and may exhibit maladaptive behaviors of socialization. The focus of instruction is on academics and the development of appropriate behavioral and social skills. The Behavior and Academic Support Environment (BASE) program is designed to address student's behavioral and academic issues on secondary campuses by providing special education staff supports within the mainstream classroom environment. The BASE teachers' primary focus is to provide additional supports needed to encourage BASE student's active participation in regular education classrooms. BASE teachers will provide explicit, direct instruction in appropriate social skills and study skills in a social skills class, and the BASE classroom will provide a place for temporary student removal in lieu of In-School Suspension as the need arises due to behavioral issues. Eligible students may also choose to use the BASE classroom as a safe haven for brief periods to prevent loss of emotional control allowing them to return to their regular classrooms and peers without loss of dignity or the stigma of removal. The Adaptive Behavior and Communication (ABC) classes are a specialized set of classes under the Behavior Adjustment program. These classes are composed of students diagnosed with other neurological impairments such as Traumatic Brain Injury (TBI) or Autism Spectrum Disorder. Focus is on development of age appropriate behavior, coping and communications skills, and academics. As with all BA classes, the ultimate goal for placement is to maintain students in the general education classroom to the greatest extent possible. At the secondary level, support is provided by

special education staff within the mainstream classroom environment.

Substitute Aide Assignment Titles:

Instructional Aide--Goal: To provide assistance to the teacher in the classroom.

Elementary Physical Education Aide--Goal: To provide opportunities for elementary students to develop desirable behavioral characteristics, physical skills, & improve their level of physical fitness.

Library Aide--Goal: To assist in providing a well-organized and smoothly functioning library.

Office Aide--Goal: To assist the principal(s) with maintaining an organized and efficient office. This position might be a secretary, data or attendance clerk, clerical teacher aide, or counselor's aide.

Special Education Aide--Goal: To help provide the enrichment of a learning environment and to meet the individual needs of the handicapped child requiring specialized teaching techniques.

Applied Learning Environment (ALE)

The ALE program incorporates a functional and developmental curriculum designed for students whose needs cannot be met by the general curriculum. The curriculum provides instruction in the following domains: Functional Academics, Domestic, Community, Recreation/Leisure and Vocational.

The ALE program provides an environment which allows for learning that is individualized and appropriate to each student's developmental and functional level. The anticipated outcome for each student in the ALE program is the maximum development of skills required for daily living and occupational activities.

Moving Toward Independence (MTI) is a specialized class under the ALE program. It is designed to support students who require additional assistance in the areas of self-help and daily living skills.

Behavioral ALE is a specialized class under the ALE program. It is designed to provide additional behavioral supports beyond those typically found in the ALE classroom.

Project SEARCH (12th grade plus)

The Project SEARCH High School Transition Program is a unique, business-led, one-year, school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

The Project SEARCH High School Transition Program is an employer-based intervention for high school students with significant disabilities whose main goal is competitive employment. The program combines real-life work experience with training in employability and independent living skills.

Individualized placement assistance is provided as an integral part of the program. The hallmark of this demand-side model is complete immersion in the workplace. The program also demonstrates a novel collaborative approach that brings the education system, employers, and rehabilitation services together in unique ways to create a productive and comprehensive transition experience for students.

Through a series of three targeted internships the students acquire competitive, marketable and transferable skills to enable them to apply for a related position. Students also build communication, teamwork and problem-solving skills which is important to their overall development as a young worker. These are unpaid student work experiences-analogous to the clinical rotations that are part of every medical school or business internship program.

The goal for each student participant is competitive employment. The program provides real-life work experience combined with training in employability and independent living skills to help youths with significant disabilities make successful transitions from school to productive adult life. The Project III. Instructional Programs Support Personnel Services 4 Special Education Handbook. SEARCH model involves an extensive period of training and career exploration, innovative adaptations, long-term job coaching, and continuous feedback from teachers, job coaches, and employers. As a result, at the completion of the training program, students with significant disabilities are employed in nontraditional, complex and rewarding jobs. For more information: <https://www.garlandisd.net/content/project-search-celebrated-garland-chamber-commerce>

The campus VAC, in collaboration with other campus special education staff, makes referrals to Project SEARCH.

Fire and Emergency Drills

Fire and emergency exits are posted near the doorway of each classroom. Familiarize yourself with the exit procedure before classes begin.

Contact the Emergency Management Supervisor 214-869-1805 for specific classroom emergency questions.

Bad Weather Days

If the weather requires schools to close, an announcement will be made on all major radio and television stations by 6:30 a.m. It is the substitute's responsibility to listen for school closings or delays. If school will be closed, the assignment assigned for that day would be considered canceled.

Pay Information

Absences requiring a substitute **four hours or more** are considered a **full day** and the full daily rate listed will be paid. Absences requiring a substitute for **less than four hours** are considered **half-day** assignments and one-half of the listed daily rate will be paid. The Board of Trustees approves the rates of pay as a part of the annual budget process.

All substitutes are paid direct deposit unless a special request to payroll for a cash pay card. Substitutes will be paid bi-weekly.

Pay Schedule details may be viewed on the GISD website:

<https://www.garlandisd.net/content/substitute-information>

Be sure to keep track of your days worked and know your current rate of pay.

The daily rates and number of days worked are never printed on the checks. You must check your gross pay against your own records of days worked to confirm whether or not it is correct. You must be your own secretary, and regularly view the total gross pay divided by your number of days worked to be sure amounts reflect your recorded information.

RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

Substitute teachers are considered professionals and are expected to observe the same ethical codes as the regular teacher. It is important that a professional attitude toward your work be maintained. Complaints should be directed only to the building principal or the Director of Professional Personnel. Your attitude will contribute greatly to your acceptance by the faculty and students.

1. Arrive at least 15 minutes before the start of school if at all possible. If you **receive a call late in the morning** and will be unable to arrive before school starts, **telephone the school** and advise them of your time of arrival.
2. A substitute teacher is expected to remain on duty for 7.5 hours for full day/4 hours for half day. A building administrator may assign other duties or another class during conference periods or unscheduled times. **There are no guaranteed conference periods for substitutes!** Many days you may be asked to work in another area during that time or supervise student after school departure.
3. Upon arrival, report to the office and fill out the substitute sign-in sheet. If you cannot find the sign-in sheet, ask the secretary for assistance. Payroll is verified from the sign-in sheet, so it is ***imperative*** that it be filled in completely and correctly.
4. You should have a Substitute Folder which will include lesson plans, attendance rolls, and a schedule for the day. If you cannot locate these items in the room, check with the school office or department head for assistance. It is of the utmost important that you follow the lesson plans provided by the teacher. You are not there just to “babysit”, your goal is to move education forward one academic day.
5. Acquaint yourself with fire and safety drill regulations as well as assigned exits. These should be in the Substitute Folder and/or posted on the classroom wall. Avoid changing the seating arrangement or any other parts of the room organization except for temporary grouping of pupils for instruction or committee work.
6. In the classroom, circulate and supervise! Organize and grade all assigned work if you are instructed to do so by the regular teacher.
7. **Under no circumstances should students be placed in an unsupervised situation. The substitute is to remain with their classes during all designated class times during group travel in the hallway, during class time, and at all assemblies, etc.** You must remain with your students when they attend Computer Lab.
8. The substitute has the same responsibility for students, equipment and materials as the regular teacher for whom he/she is substituting. Supervision of halls and corridors is a responsibility of all teachers especially when pupils are coming into the building or leaving the building at bell time as well as class passing period. Substitutes should maintain a supervisory position at their doorway during class passing periods.
9. Substitute teachers and/or aides are expected to keep confidential any information about the school (pupils, parents, and principal) which might be gained while substituting. Concerns growing out of the substitute experience should be addressed through the proper administrative channels.

10. If a child becomes ill or has an accident while at school, the child should be sent to the office. In case of serious injury, send for the school nurse or administrator immediately. Under no circumstances should a substitute teacher administer medication of any kind to a student.
11. Any outsider who comes to the classroom for information about a child or who comes to the classroom asking that a child be released from school must be directed to the principal's office. NO student should be released from the classroom without official notice from the school office.
12. Every reasonable effort should be made by the substitute to solve problems before they are referred to the principal/office. Occasionally, something may occur which warrants the exclusion of a pupil from the classroom. **Never touch a student**, regardless of problem, cause, reason, or dispute.
13. At the close of the day, it is a good idea to check with the school secretary to determine if the person for whom you are substituting will return the following day or whether your services will be needed again. Leave a brief summary of the work completed, or not completed, as well as any other information that would be helpful to the classroom teacher (bulletins, parental notes, assignments, and problems. If a serious problem should arise during the day, notify someone in the school office before you leave for the day. This is good protection for you, the school, and the district.
14. Return materials and/or equipment to its proper place and leave the room in order. Leave the regular teacher a note about behavior, both positive and negative.
15. **Do NOT bring a personal lap top computer to work with you and only use cell phones in a dire emergency.**

RESPONSIBILITIES OF THE REGULAR TEACHER

1. The teacher's lesson plans, class rolls, seating charts, fire and emergency procedures and any special instructions should be accessible and in a designated place.
2. Keys to the desk and cabinets should be available.
3. The teacher should be willing to give needed information to the substitute teacher by telephone or personal conference unless the nature of the absence makes this impossible. There is the ability to leave detailed information for the substitute on the computer system.

RESPONSIBILITIES OF THE PRINCIPAL

1. It is the responsibility of the principal to create an attitude of helpfulness, understanding, and respect toward the substitute teacher. The substitute employee should be recognized as an essential part of the educational program.
2. Principals will be requested to file a report with the Substitute Office when a substitute's performance is unsatisfactory after notifying the substitute of the nature of the problem.
3. It is the responsibility of the principal and/or secretary at each school to review all absences reported to the system each morning. Any prearranged assignments, or any corrections to the reported absences, need to be made before noon the day of the absence.

CLASSROOM MANAGEMENT

The following suggestions may be helpful to the substitute regarding classroom management.

1. Look for disciplinary procedures posted in the classroom. Most classes have their procedures outlined and clearly visible. Should discipline problems occur, follow these procedures.
2. ***NEVER administer corporal punishment or make physical contact of any kind with the students.***
3. If there are no disciplinary procedures posted in the classroom, check with team leader or department head. Be ready to post your own rules if none are posted in the classroom.
4. Be friendly, but firm and consistent. *Your goal is to move education forward one academic day.*
5. Be sure students understand what is expected of them.
6. Show respect for each student. Sarcastic or belittling remarks are not acceptable.
7. Show enthusiasm and confidence. Students are quick to notice these characteristics and this often sets the mood for student behavior.
8. If you have a question, ask a responsible student for help. A neighboring teacher can also help with procedural questions.
9. Learn as many students' names as quickly as possible. A seating chart may be available for your use.
10. Organize little details so that movement is minimal, (e.g. have students pass papers to front of each row. Ask students to place homework or test papers on corner of their desks and pick them up. Do not permit wandering, pencil sharpening, etc.) Procedures for routine activities are essential to a well-managed classroom.
11. Leave the teacher a note about student behavior, positive and negative.

Performance Problems

All substitutes should be aware that if the Substitute Office receives, in writing, three complaints about the performance of a substitute, she/he may be suspended from service until a conference is held with a Director of Human Resources. The Director may suspend or dismiss a substitute employee without three written complaints, if such action is warranted and in the best interest of the students or the district.

Employment

Substitute employment is "at will", temporary, and intermittent employment. Non-contractual employees have no property right in their employment and may be dismissed at will at any time for no reason or for any reason not prohibited by law. Non-contractual employees may resign at any time for any reason or no reason. Neither this handbook, nor any communication by any Garland ISD employee, oral or written, nor any conduct of any kind between substitute employees and Garland ISD representatives is intended in any way to create an employment contract binding on either Garland ISD or any substitute employee.

Summer School

There is NO substitute work available during the summer.

Conclusion

Being a substitute is not easy. It requires the ability to spontaneously walk into any classroom setting and carry out the daily activities as much as possible as would the regularly assigned teacher. In addition to being ready on a moment's notice, substitute teachers are also required to demonstrate quality in their teaching and professionalism in the way they relate to students, parents, and district employees. We hope the suggestions and ideas presented in this handbook will help you in this challenge. We also hope that you will realize you are an integral part of Garland ISD. We appreciate you and your commitment to the students of our district.



Here are some "Tried and True"

BASIC SURVIVAL TIPS

Arrive at school as early as possible and wear comfortable shoes.

Be sure to bring along your own "creature comforts" whatever they may be.

Don't depend on beverages, cups, etc. being available or on necessarily being able to find them.

Scout your new territory. Immediately locate or identify:

- Seating chart

- Plan book

- Class list

- Fire and safety drill procedures and exits

- Equipment and materials available for your use.

- School floor plan showing: student bathrooms, library, cafeteria, faculty lounge and other critical "landmarks"

Take advantage of any early arrivals. These "natives" are an excellent source of information.

Take a few seconds to learn several names from the class list so that you will be able to enlist these people by name to do small chores. The children will be pleased to discover that you "know" their names. This helps to establish good rapport immediately.

Name tags, desk markers, get-acquainted activities, or any other system which personalizes your relationship with the students and which holds an individual accountable in terms of behavior is to your immediate advantage.

Providing you are comfortable in so doing, share parts of yourself with the class. It helps them to recognize you as a person in your own right and not as "just a sub".

Let the class begin the day as they normally would (pledge, attendance, sharing, etc.) to create a "business as usual" climate. During this ritual you may gain considerable insight about group dynamics as well as potential resources and hazards.

Initiate your part of the day with an interesting activity of your own creation. Such action is often a very useful technique for generating enthusiasm for the rest of the day.

A rough outline of what is planned for the day written on the chalkboard will give the group (including you) a sense of direction. Special classes, lunch and dismissal times, as well as options and consequences, should be included in the outline.

Keep explanations short and sweet.

Bring along your own "survival kit" to compensate for poor "trail markers" incomplete, inadequate, or even invisible lesson plans! The majority of this book is devoted to suggestions for designing your own personal "survival kit."

When appropriate, let the children correct their own work. It can be a learning process in itself and also provides valuable assistance to the "sub" whose time is usually very limited.

Prepare a class list to be used for recording student participation throughout the day. If blank forms are always kept in your "survival kit" an individual student could fill in the blanks for you from a class roster. Another method would be for the form to be circulated around the room allowing each student to "sign in".

Focusing in on the positive aspects of supportive cooperation from students seems to insure best results. Instead of marking down the names of troublesome students, make it clear you are looking for and reporting the names of helpful, cooperative, hardworking students. Potential troublesome students should quickly be enlisted as helpers so as to convert them toward a successful day.

It also seems important to make students aware that since you are an individual in your own right, who is temporarily acting in their regular teacher's place, the day may be a little different from usual but not necessarily less productive or less pleasant.

If it is emphasized to the students that the responsibility for the day's success is shared by both them as students and you as the substitute teacher, it puts you all on the same team.

Make your expectations for classroom behavior clear from the very start.

Like wild animals, many students will regard you as an intruder but will not attack if approached in a firm, warm, positive manner. Being too defensive or authoritarian seems to bring out the worst in a new group.

Make the class also aware that the group has options for which there are related consequences. If students opt to be responsible and cooperative this behavior will result in being able to easily complete required work allowing time for more creative and rewarding activities.

"Baiting the trap", so to speak, is often necessary for survival in the "wilderness" and such a technique for substitute teachers will often result in students who "eat out of your hand." A special indoor or outdoor recess (simple) or a special art activity (more preparation but still not too difficult) are examples of "bait" which are likely to motivate expedient execution of mandatory business. Such rewards can be dispensed to individuals as they complete requirements and have free time or can be given to the total class when all class members have met their individual requirements. Without such a "lure", routine tasks can be an all-day affair and a source of great frustration for all involved. Don't forget to check the teacher's mailbox at mid-day in case there are notices which need to be sent home with the students that day.

Employ student help to maintain and enhance your "survival kit".

"Be on the lookout" for new ideas to add to your "survival kit." Inclusion of such new ideas will also assist to maintain and enhance your degree of enthusiasm.

Keep a small notebook for the purpose of recording the classrooms in which you have substituted. Such a record may include notations pertinent to future work with the class and will also serve as some verification of your subbing experience as it relates to teacher certification requirements in your particular state.

Leave the classroom in good order. Whenever possible, involve students in that process. The end-of-the-day clean up chaos can often take its toll on a substitute teacher-- the final blow! An "AssignmentCard" system can enable you to avoid many clean-up time pitfalls!

Number a set of index cards from 1-35. On each card list on basic clean up task which would be appropriate in any classroom.

Once you have exhausted these possibilities, create some open-index cards which would also be appropriate in any classroom.

One student should receive a "Person-in-Charge" card indicating his or her responsibility to do the initial check up on completed tasks.

The higher the number on the card, the lower the priority of the task.

This arrangement allows for classes with less than 36 students.

Illustrations on each card make them more attractive and assist the non-reader.

The Assignment Cards are distributed to class members about 15 minutes prior to dismissal.

The children are instructed to do the task, get their coats, and then return to their desks. When everyone is quietly in their seats, the substitute begins to call numbers for 1-35. When the number is called, the child brings up the card and may line up for dismissal. As the children line up, the substitute and student person-in-charge can quickly check to see that the assigned task has been completed to their satisfaction. Not only do students depart in an orderly fashion--the substitute does not have to spend his or her limited time on custodial matters. Such advantages are why Assignment Cards are a permanent part of many a substitute's "basic survival kit".

Rules and Consequences

A Good Rule:

1. Is clear and specific
2. Is behavioral
3. Makes sense to those who make them, enforce them, and follow them
4. Is stated positively when possible
5. Is clear and succinct and parsimonious

A rule is what you will enforce each time it is broken!

A Good Consequence:

1. Is clear and specific
2. Has a range of alternatives
3. Is not a punishment
4. Is natural and/or logical
5. Protects and maintains the dignity of the student
6. Is internally focused

Types of Consequences:

1. Natural and/or logical
Related to the rule in a direct manner
2. Conventional
Already existing consequences modified to fit in a discipline
3. Generic
Apply to all rules
4. Instructional
Designed to teach students how to follow rules

Effective Consequence Implementation

1. Always implement a consequence.
2. Select the most appropriate consequence from your pre-established list.
3. State the rule and consequence to the student. You do not need to say more.
4. Use proximity. Be as physically close to the student as is appropriate.
5. Make direct eye contact (watch for cultural exceptions).
6. Be private. Use a soft, calm voice. Only the student(s) involved should hear.
7. Do not embarrass the student.
8. Be firm, clear and committed. Strength comes from a commitment that you are doing the right thing, not from the use of force.
9. Be flexible about consequences. Your goal is for the student to improve his/her behavior, not for the student to experience a specific consequence.
10. Do not think in terms of winning and losing. You and your students are both on the same team.
11. Control anger. Expressing genuine anger shows you are human, but a chronically angry teacher is not effective.
12. Do not accept excuses.
13. Sometimes it is best to let the student choose the consequence.
14. Avoid traps; diffuse power struggles.
15. Avoid behaviors that mark you a victim. Excessive passive or aggressive behavior tells students you are out of control.
16. Alter conditions to reach your highest goals. Change discipline and classroom structures to support students acting responsibly.
17. Take a professional stance. Do not interpret student behavior personally.
18. Communication is better than force.

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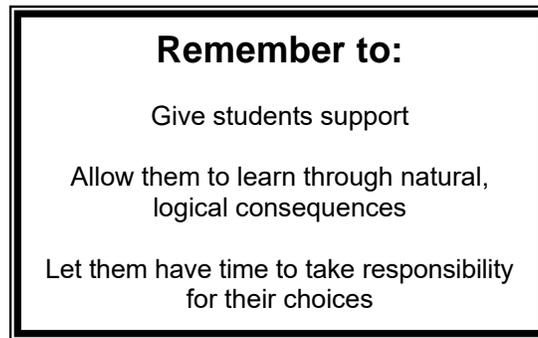
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AVOIDING POWER STRUGGLES

P*N*P*
*Proximity
*Name
*Privacy

1. Power struggles get worse if escalated.
2. Neither student nor teacher will win.
3. Use active listening or broken record.
4. Agree to speak with the student later.
5. Keep all communication as private as possible.
6. Never embarrass a student in front of his peers.
7. If a student refuses to accept a consequence, use the insubordination rule.
8. Clear with principal.



The Rules of Love and Logic

Rule #1

Adults set firm limits in loving ways without anger, lecture, or threats.

Rule #2

When a child causes a problem the adult hands it back in loving ways

- In a loving way, the adult holds the child accountable for solving his/her problems in a way that does not make a problem for others.
- Children are offered choices with limits.
- Adults use enforceable statements.
- Adults provide delayed/extended consequences. The adult's empathy is "locked in" before consequences are delivered.

Turn Your Word into Gold: *The Art of Enforceable Statements*

Unenforceable

Please sit down. I am going to start now.

Please be quiet. It's time to begin.

Open your books to page 54.

I am not going to line you up until everyone is quiet.

Don't sharpen your pencil while I am talking.

You cannot go to the restroom until I finish the directions.

Don't talk out. Raise your hand if you want to speak.

Pay attention.

Don't be bothering your neighbor.

Keep your hands to yourself.

Turn your assignment in on time, or you'll get a lower grade.

Don't talk to me in that tone of voice.

You show some respect.

Don't be late for class.

Enforceable

I'll begin as soon as you are seated.

I'll be glad to start as soon as you show me that you are ready.

I'll be working from page 54.

I will be lining people up as soon as it is quiet.

I allow people to sharpen pencils when I am not giving directions.

Feel free to go to the restroom when I am not giving directions.

I listen to people who raise their hands.

I'll start again as soon as I know you are with me.

You are welcome to stay with us as long as you and others are not being bothered.

Feel free to stay with us when you can keep your hands to yourself.

I give full credit for papers turned in on time.

I'll listen as soon as your voice is as calm as mine.

I'll be glad to discuss this when respect is shown.

All of those who arrive on time go home on time.

THE EFFECTIVE TEACHER

Exhibits positive expectations for all students.

Establishes good classroom management techniques.

Designs lessons for student mastery.

**How To Get Students to
Work
Cooperatively on an
Activity**

Specify the group NAME

Specify the SIZE of the group

State the PURPOSE, MATERIALS,
AND STEPS of the activity

Teach the PROCEDURES

Specify and teach the
COOPERATIVE SKILLS needed

Hold the individuals
ACCOUNTABLE

OUT OF SCHOOL CAUSES OF DISCIPLINE PROBLEMS

Violence in society
Effects of the media
“ME” generation
Lack of a secure family environment
Difficult temperament
feelings

IN SCHOOL CAUSES OF DISCIPLINE PROBLEMS

Lack of success
Student boredom
Powerlessness
Unclear limits
Lack of acceptable outlets for
Attacks on dignity

THREE DIMENSIONAL DISCIPLINE OVERVIEW

PREVENTION DIMENSION

What can be done to prevent discipline problems?

1. Be aware of self (teacher)
2. Be aware of students
3. Express genuine feelings
4. Become knowledgeable of alternative theories
5. Motivate students to learn
6. Establish social contracts
7. Implement social contracts
8. Reduce stress

ACTION DIMENSION

What to do when discipline problems occur.

1. Choose best alternative consequence
2. Implement consequence
3. Collect data
4. Avoid power struggles

RESOLUTION DIMENSION

Resetting contracts negotiation with individual student.

1. Find what is needed to prevent another problem
2. Develop mutually agreeable plan
3. Implement plan
4. Monitor plan/revise if necessary
5. Use creative approaches when necessary

THE SUBSTITUTE'S CHECKLIST

IN MORNING:

1. Smile. Be cheerful. The day has just begun.
2. Greet administrator and/or office staff.
3. Sign in with the main office.
4. Collect room keys and class schedule.
5. Secure class rolls or teacher's grade book.
6. Check teacher's mailbox.
7. Check classroom and/or work area for lesson plans.
8. Write your name and today's date on the board.
9. Write a brief version of the day's lesson.
10. Record attendance and do a head count.

IN AFTERNOON:

1. Throughout the day, write brief notes on lessons covered and student behavior.
2. With students' help, leave the room orderly.
3. Return teacher's materials to the office or work area.
4. Close windows, turn off lights and lock door.
5. Complete your report to the teacher. Put inside grade book.
6. Return teacher's grade book to main office or other safe place.
7. Tell administrator/contact person you enjoyed subbing.
8. Ask in office if you will be needed the next day.

EXPECTATIONS OF THE SUBSTITUTE

- A. Have pride in the profession and in the Garland Independent School District.
- B. Support school policies.
- C. Maintain high standards of ethics and avoid comparisons of teacher-pupil learning situations.
- D. Avoid making comparisons of various schools or school personnel.
- E. Respect the confidential information contained in school records.
- F. Respect the confidence of fellow teachers.
- G. Report any serious situations or problems to the principal.
- H. Make a reasonable effort to respond to all calls for substitute teaching.
- I. Do your best at all times on all assignments.
- J. Keep up with the progress and changes in teaching methods and curriculum.
- K. Reflect the standards of the profession in personal and professional living.
- L. Try to attend and become involved in the school district's in-service program.

Be pleasant

Be firm

Be prepared

Be patient

Be enthusiastic

Be professional

Be prompt

Respect each child

Maintain dignity

Ask for help when needed

Deal with each child in a kind and just manner

Make directions clear and concise

Follow normal classroom procedures

Talk with students – not at them

Indicate self confidence

Avoid threats

Have a sense of humor, but don't overdo

Do not administer corporal punishment

Do not leave students unsupervised

WE REMEMBER:

10% OF WHAT WE READ



20% OF WHAT WE HEAR



30% OF WHAT WE SEE



50% OF WHAT WE BOTH SEE & HEAR



70% OF WHAT WE SAY



90% OF WHAT WE SAY AS WE DO SOMETHING

ACTIONS WHICH MAY LEAD TO REMOVAL AS A SUBSTITUTE FOR CAUSE-EXAMPLES

1. Deficiencies pointed out in a series of conferences, observations or memoranda.
2. Failure to fulfill duties and responsibilities as assigned.
3. Failure to perform required or assigned duties.
4. Failure to maintain discipline in the classroom or at assigned school related functions.
5. Insubordination or in complying with any official directives.
6. Failure to comply with administrative regulations.
7. Conducting personal business during school hours when it results in neglect of duties.
8. Reduction in force because of financial issues or program change.
9. Drunkenness or excessive use of alcoholic beverages: illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act.
10. The possession, use, or being under the influence of alcohol, alcoholic beverages, or drugs and narcotics 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. See DI (EXHIBIT) inside front cover.
11. Conviction of any felony or any crime involving moral turpitude.
12. Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy.
13. Failure to meet the District's standards of professional conduct.
14. Failure to comply with reasonable District requirements concerning professional growth and improvement in techniques leading to improvement as a substitute.
15. 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.
16. 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.
17. Reason and/or directives specified in the Substitute Handbook reflecting special conditions or responsibilities required of the substitute.
18. Failure to maintain an effective working relationship, or maintain good rapport with parents, the community, or colleagues.
19. A significant lack of student progress or achievement during a long-term substitute assignment.
20. Assault on an employee or student.
21. Falsification of records or other documents related to the District's activities.
22. Falsification of required information on an employment application.
23. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
24. Any attempt to encourage or coerce a child to withhold information from the child's parents.
25. Any other action or cause which may place into question the health and safety of the students and staff of the Garland Independent School District.

Employee Conduct and Welfare

Standards of Conduct: <https://www.garlandisd.net/file/3997?.pdf>

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, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See Reports to Texas Education Agency page 58 for additional information.

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

Code of Ethics and Standard Practices for Texas Educators

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 consume alcoholic beverages on school property or during school activities when students are present.

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 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.

Dress Code Policy

Local policy states, "District employees shall dress in a clean, neat, professional manner, appropriate to their assignments in the District." Although this policy does not have a specifically described dress code, it is essential that all employees give due consideration to the way they dress, since we are often viewed as role models by the students we serve. Each campus administrator/supervisor may define what is considered professional and appropriate for that campus/workplace.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

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 action.

Individuals 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 or supervisor or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board. A copy of Policy DIA (Local) may be found online at: [Policy Code: DIA- Employee Welfare](#).

Harassment of Students

Policies DF, DH, FFG, FFH

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 by an employee or adult 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 and bullying below for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students may be found online at:

[Policy Code: FFH- Student Welfare: Freedom from Discrimination, Harassment, and Retaliation](#)

and [Policy Code FFG- Student Welfare: Child Abuse and Neglect](#)

Reporting Suspected Child Abuse

Policies DF, DG, DH, FFG, GRA

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

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

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 a law enforcement agency, a school resource officer, or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report. (See Appendix D).

The coordinator of Guidance and Counseling shall be notified within five working days when suspected child abuse is reported to an agency.

<https://www.garlandisd.net/content/guidance-counseling>

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 make the required report may result in prosecution as a Class A misdemeanor. In addition, a certified employee's failure to report 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 agency.

Reporting the concern to the principal 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.

(See Appendix D)

Sexual Abuse & Maltreatment of Children

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. 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. 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 to Child Protective Services (CPS). Employees are required to follow the procedures described above in Reporting Suspected Child Abuse.

(See Appendix D).

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Technology Resources

Policy CQ

The district's technology resources, including its networks, e-mail accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

- Imposes no tangible cost to the district
- Does not unduly burden the district's technology resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures.

Failure to do so can result in suspension or access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact the Technology Help Desk at 972-494-8566.

A copy of the district's Acceptable Use Policy is provided during the hiring process.

Employee Arrests and Convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below (See [Appendix E](#)):

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



GARLAND•ROWLETT•SACHSE

Appendix E- Employee Arrest/Conviction Report

*****SAMPLE ONLY*****

Garland Independent School District

Employee Arrest/ Conviction Report

Employee's Name _____ Position _____
E-mail address _____ Phone # _____
Date of birth _____ Driver's license # _____
Month and year employment began with GISD _____
Today's/Date _____ Dept./Campus _____
Date of arrest _____ City/State of arrest _____
Arrest charge/ brief details of incident/ Attach additional pages if necessary

Did this arrest involve a DWI or DUI ___yes ___no

Type of arrest issued: ___misdemeanor ___felony

If the charge was dropped, no-billed, or found not guilty mail this report with copies of the official court documents to support the court disposition.

Employee's printed name _____

Employee's signature _____

Mail this report and documents to:

Dana Knox, HR Specialist of Fingerprinting and Investigations, Human Resources Department, Harris Hill Administration Building, 501 S. Jupiter Rd., Garland, Texas 75042 or GISD Box #105.

Your Director in Human Resources will schedule a meeting with you if required.

Substitute Web Guide

Table of Contents

Substitute QuickStart Guide.....	32-33
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Viewing Job History.....	44-46

Absence Management Support:
Aesoponline.com>[Frontline Support](#)>[Learning Center](#)

Absence and Substitute Management



LOGGING IN ON THE WEB

To log in to the absence management system, type app.frontlineeducation.com in your web browser's address bar and select **Sign In** for the "Absence Management" feature.

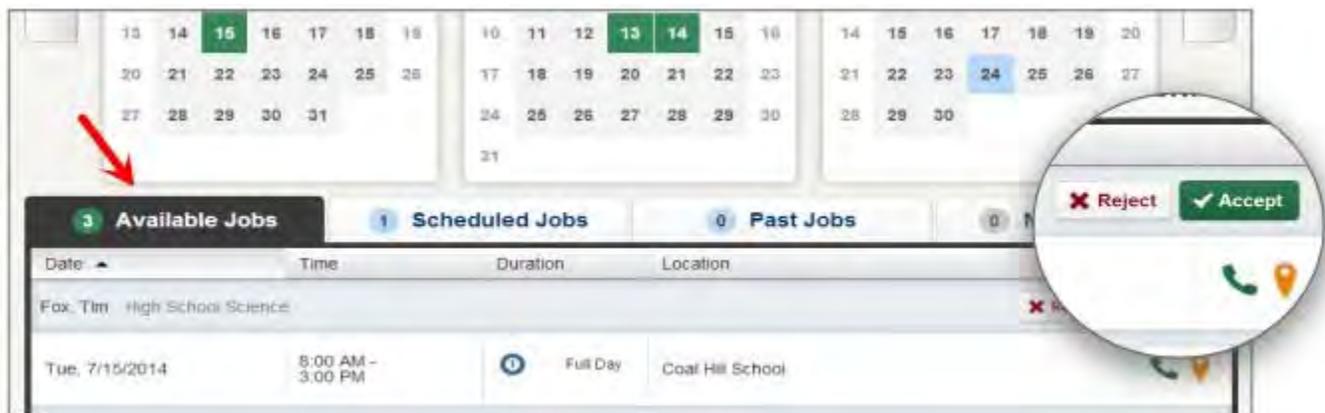
The Sign In page will appear. Enter your ID and PIN and click **Login**.

CAN'T REMEMBER YOUR LOGIN INFO?

If you're having trouble logging in, click the **Login Problems** link next to the "Login" button for more information.

SEARCHING FOR AVAILABLE JOBS

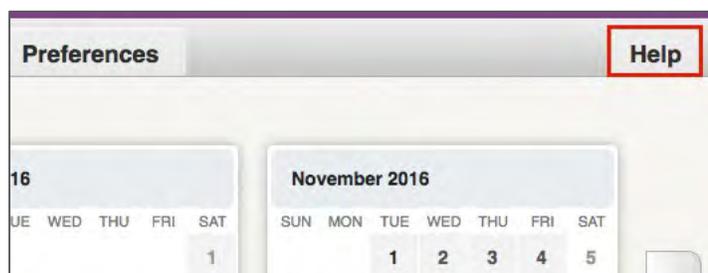
The system makes it easy to find available jobs right on the homepage. Available jobs appear in green on the calendar and in list form under the "Available Jobs" tab.



To accept a job, simply click the **Accept** button next to the absence. If you do not want to accept this job, click the **Reject** button, instead.

GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click the **Help** tab to go to the Learning Center to search a knowledge base of help and training materials.



ACCESSING ABSENCE MANAGEMENT ON THE PHONE

Not only is the system available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

When You Call into Absence Management

To call, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the absence management system, you can:

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically start calling substitutes, trying to fill the job.

Keep in mind, when the system calls you, it will be calling about one job at a time, even if you're eligible for other jobs. You can always call in (see "When You Call into Absence Management" section above) to hear a list of all available jobs.

Note: When the system calls, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:

- Listen to available jobs – **Press 1**
- Prevent absence management from calling again today – **Press 2**
- Prevent absence management from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). At this point, the absence management system will list the job details, and you will have the opportunity to accept or reject the job.



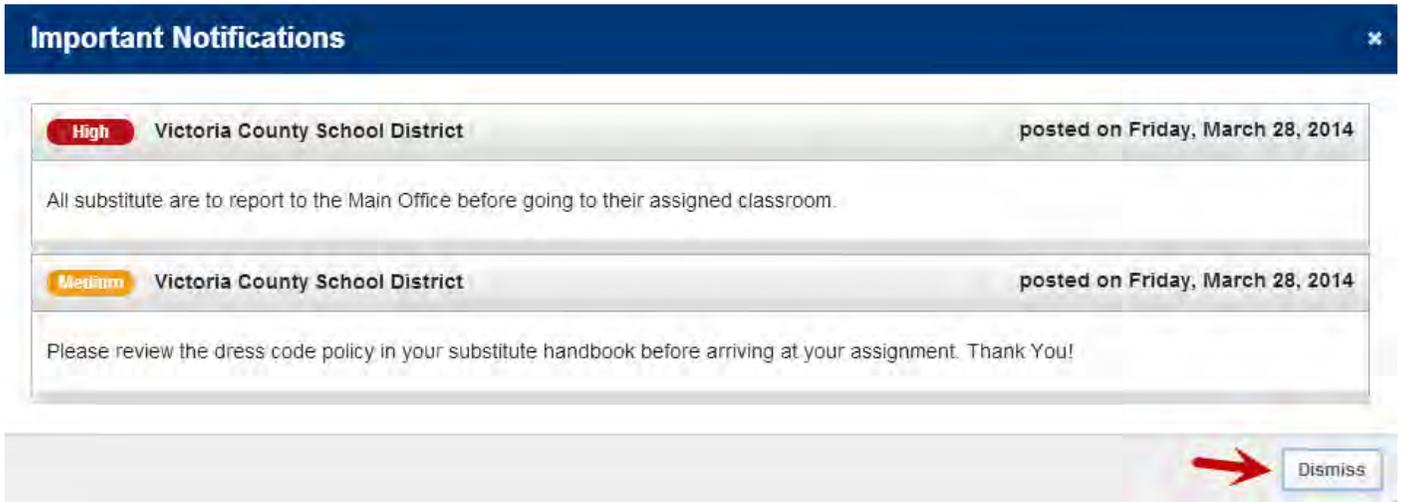
The Substitute Home Page

 absence-help.frontlineeducation.com/hc/en-us/articles/115003266047-The-Substitute-Home-Page

Once you have logged into absence management, you will be taken to the home page. You may first be presented with notifications from the system. There are two types of notifications you can receive.

Notifications

Web Alerts - These are alerts that have been created by your district for substitutes to see. They will contain important information that may be useful to you. Once you have read the alerts, you can click the Dismiss button to move on. These Web Alerts can be revisited at any time in your absence management website.



Important Notifications ✕

High Victoria County School District posted on Friday, March 28, 2014

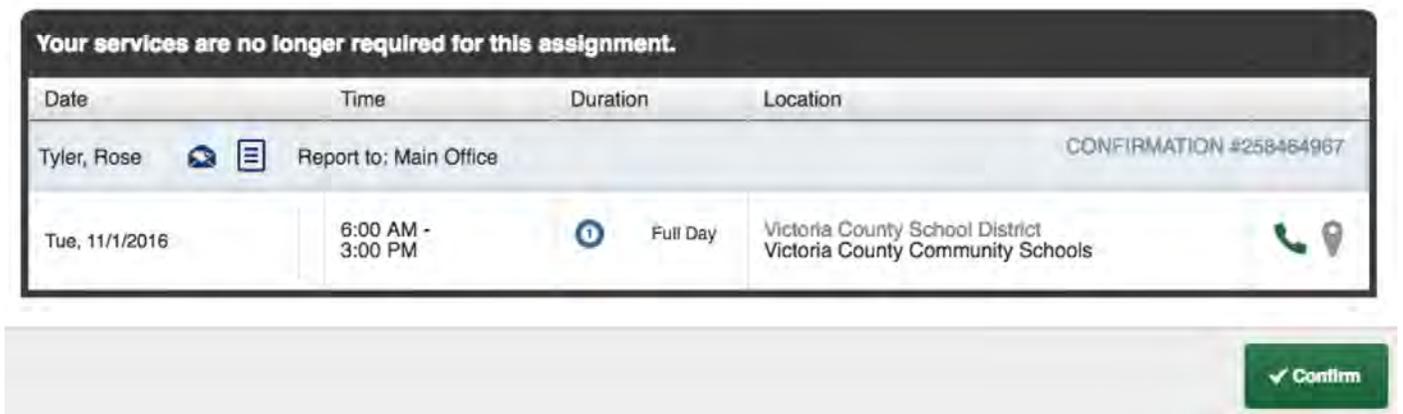
All substitute are to report to the Main Office before going to their assigned classroom.

Medium Victoria County School District posted on Friday, March 28, 2014

Please review the dress code policy in your substitute handbook before arriving at your assignment. Thank You!



Confirmations - You will occasionally receive notifications that require a confirmation. The example below is a notification telling the substitute that she has been removed from a job and her services are no longer needed. These notifications are very important and must be confirmed before you can move on to your home page.



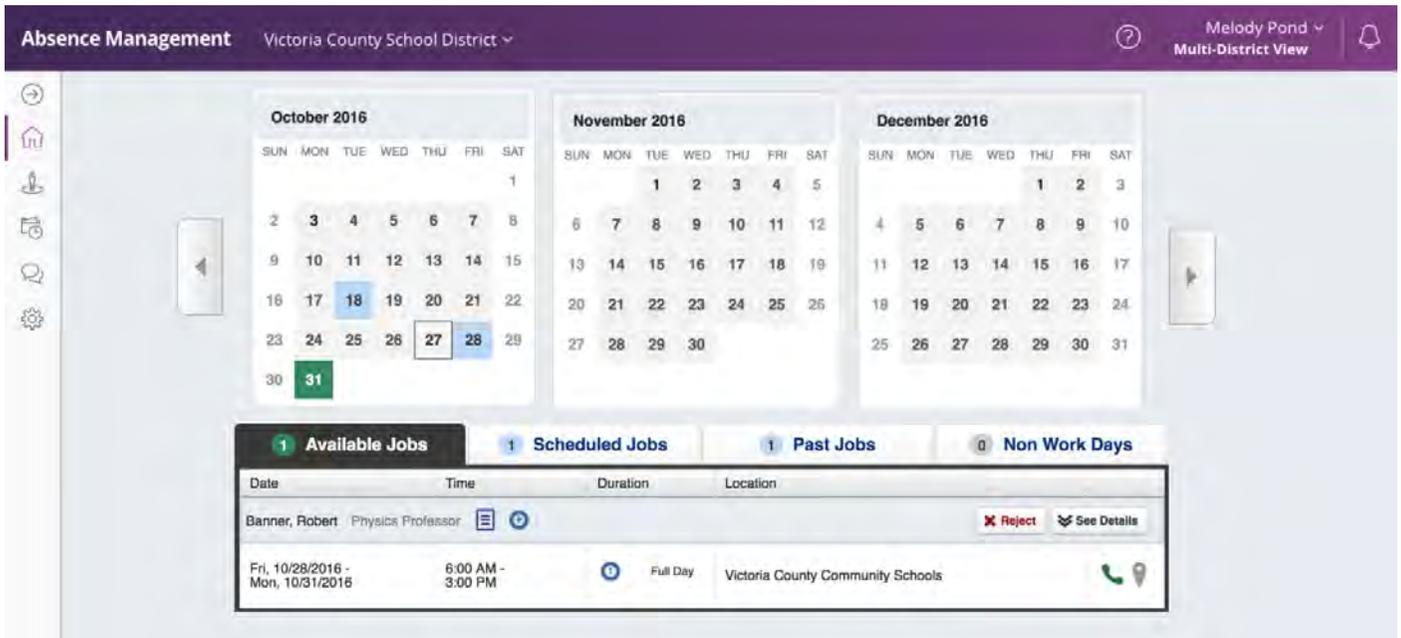
Your services are no longer required for this assignment.

Date	Time	Duration	Location
Tyler, Rose   Report to: Main Office	CONFIRMATION #258464967		
Tue, 11/1/2016	6:00 AM - 3:00 PM	 Full Day	Victoria County School District Victoria County Community Schools  



Home Page

Once you have dismissed or confirmed all of your notifications (you may not have any), you will be able to view your home page.



Side Navigation

Choose one of the following options directly from your side navigation.

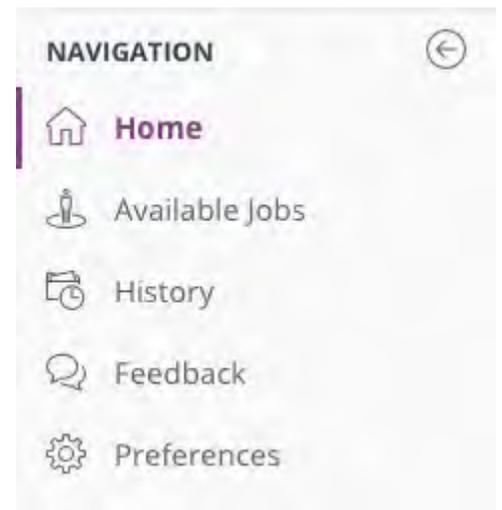
Available Jobs - The number of currently available jobs will displayed in the green circle. Clicking on this option will bring you to the "[Available Jobs](#)" tab where you will see a list of the jobs that are ready for you to accept.

History - The number of [previous jobs](#) completed within the past 60, 90, or 120 days as well as the current or previous school year. You can also search with a custom date range.

Notifications - The number of notifications (Web Alerts) you have will be displayed in the green circle. Clicking here will bring up a list of your current Web Alerts.

Feedback - Leave feedback for jobs completed or view recently provided feedback.

Preferences - Account options that include [Personal Information](#), [PIN changes](#), [Preferred Schools](#), [Call Times](#), and a District List.



Application Options

Based on permissions and your district setup, the system includes selections for your application, district, help resources, and Frontline Account at the top of the page.



Organization - Click the dropdown to alternate between districts (if you are a multi-district sub). Take note, the multi-district view allows you to view all your district information within a single application.

Help Resources "?" - View your organization's contact information and select the Visit Learning Center link to view application help content.

Account - Click the dropdown beside your name to activate the multi-district view (for multi-district subs), access account settings for your Frontline Account (if applicable), or sign out of the application.

Notifications - Select the "bell" to review any district alerts/notifications.

Calendar

The calendar will show you an overview of what days you are working and what days have available jobs.



The calendar is color coded to show the different types of days:

A black box around a date represents that it is the current day.

Blue days are past or scheduled jobs.

Green days are days there are available jobs.

Gray represents a Non-Work Day.

Use the back and forward arrows to either side of the calendar to move back and forward in time on the calendar.



Clicking on an individual day in the calendar will pop up information about that day. If there is an available job on that day, you can accept or reject it right from the pop-up.

Job Tabs

The main body of the home page will be your "Jobs" tabs. They can be found directly beneath the calendar. Clicking these tabs will not take you away from the home page but will change what you are viewing.



Available Jobs - This tab will bring up the view of the currently available jobs for you. The number on the tab represents how many available jobs there are.

Scheduled Jobs - This tab shows the currently scheduled jobs you have already accepted. The number on the tab represents the number of currently scheduled jobs.

Past Jobs - The "Past Jobs" tab brings up your job history for the past 30 days. The number on the tab represents the number of jobs in the last 30 days.

Non Work Days - This tab will show you your upcoming Non-Work Days as well as Non-Work days from the past 30 days. You can also create Non-Work Days from here. The number on the tab represents upcoming Non-Work Days and Non-Work Days from up to 30 days in the past.

Getting Started as a Substitute

absence-help.frontlineeducation.com/hc/en-us/articles/115004472967-Getting-Started-as-a-Substitute

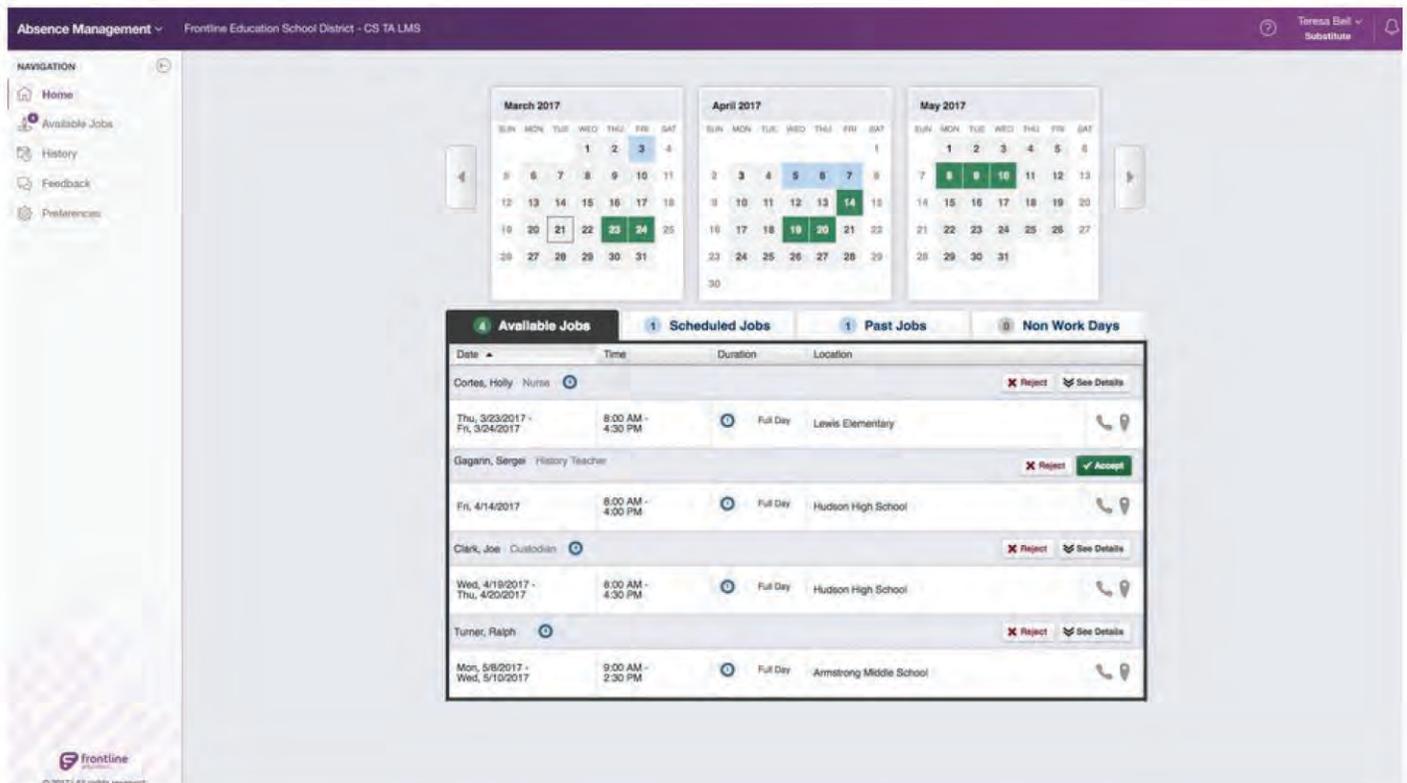
This guide will help you get started, whether you're a brand new user or just need a refresher, so you can use the system to its full-potential and find the jobs you're looking for.

Keep in mind: Some functions are permission-based. If you see something in an article that you are not able to do or doesn't look exactly the same as what you see on your screen, your district may not have given you permission to access this function.

Basic Training Video

In the basic training video, we cover logging in, finding and accepting available jobs, changing your PIN, and more!

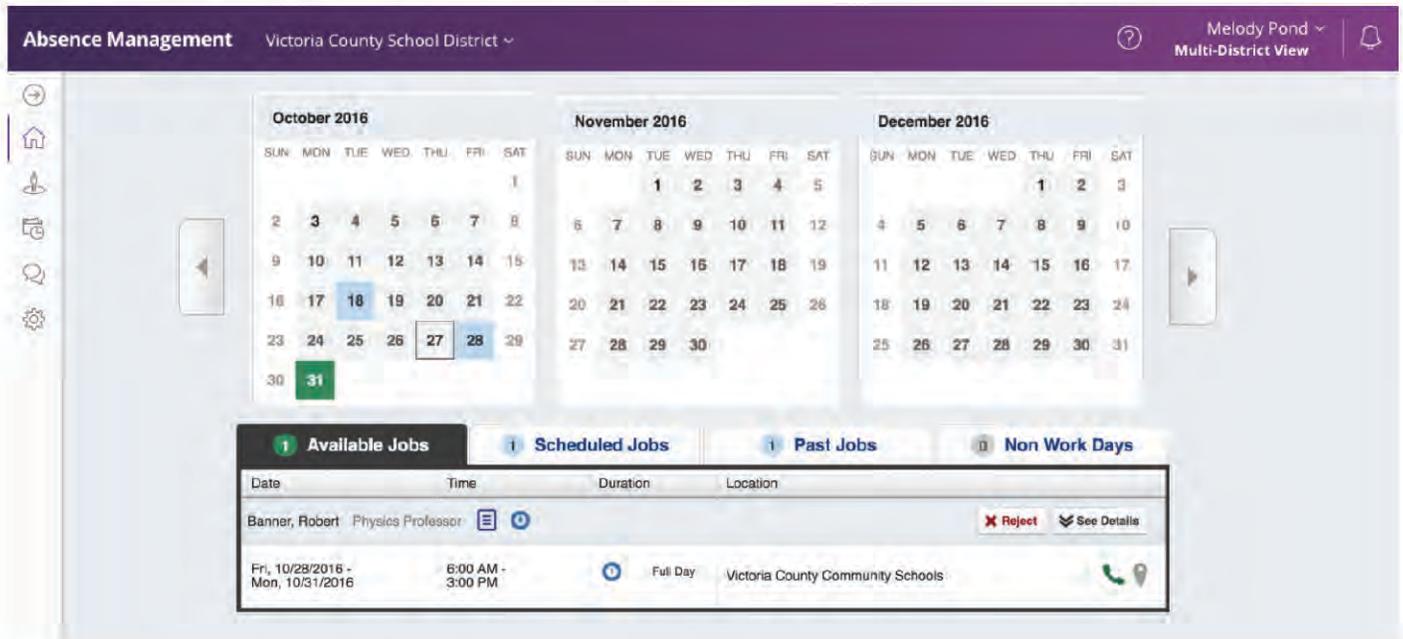
2:48



After you've finished viewing the basic video, dig deeper by [watching the advanced training video](#).

Easily Find and Accept Available Jobs

Absence and substitute management offers you the flexibility to proactively search for jobs and fill your own schedule the way you want. To help you benefit most from automated substitute placement, the system offers you both phone and web services for finding and accepting jobs. Substitutes can call in to the absence management system toll-free at **1-800-942-3767** or log in at aesonline.com.



The screenshot displays the 'Absence Management' interface for Victoria County School District. At the top, the user is logged in as 'Melody Pond' in 'Multi-District View'. The main area features three calendar views for October, November, and December 2016. Below the calendars, there are four tabs: 'Available Jobs', 'Scheduled Jobs', 'Past Jobs', and 'Non Work Days'. The 'Available Jobs' tab is active, showing a table with the following data:

Date	Time	Duration	Location	Actions
Banner, Robert - Physics Professor				
Fri, 10/29/2016 - Mon, 10/31/2016	8:00 AM - 3:00 PM	Full Day	Victoria County Community Schools	Reject See Details

The system will notify you of available jobs that you qualify for. Most employee absences are entered the day before the absence occurs, but they can enter their absences very far in advance. Depending on your district's settings, you can discover available jobs days, weeks, or even months in advance. When a job that you qualify and are available for is entered, the absence and substitute management system will notify you about the new job over the phone. You can then choose to accept or reject the assignment.

If you'd like more information about how to find available jobs in the system, check out [article](#).

Manage your preferences

With absence management, not only can you plan your schedule ahead of time, but you can also choose Non-Work Days, specify which schools you would prefer to work at, and adjust call times to fit your schedule. You can also view work history and receive phone and e-mail notifications of available jobs.

Non-Work Days

Know you're going to be on vacation for a week this summer? Or would you prefer to never be offered Friday jobs? You can enter "Non-Work Days" which tell the system that you don't want to be called for jobs on pre-defined days.

Learn more about how to add and manage Non-Work Days [here](#).

Preferred Schools

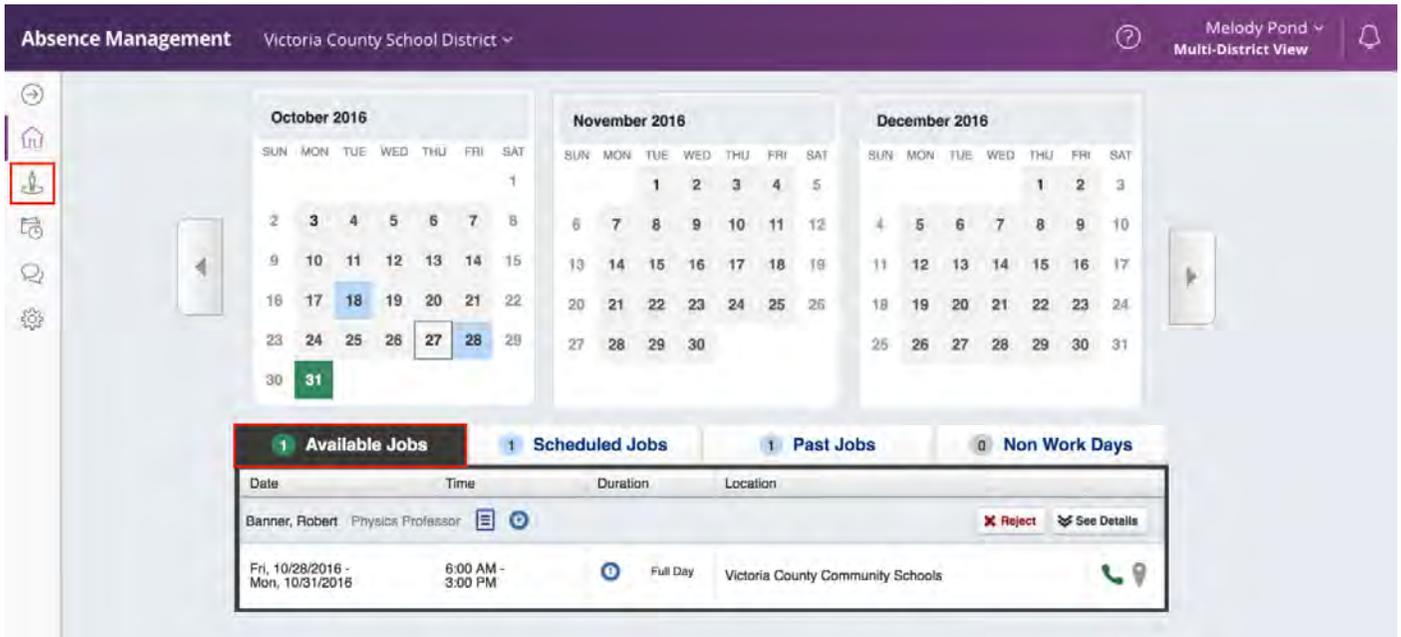
There may be some schools in your district that you would prefer not to work at. The system gives you the ability to choose which schools you prefer to get job offers for and which schools you prefer not to be offered jobs for.

Learn more about how to use the Preferred Schools list [here](#).

Finding Available Jobs

absence-help.frontlineeducation.com/hc/en-us/articles/115003266187-Finding-Available-Jobs

In absence management, finding and accepting available jobs is as easy as pie! From your home page, there are two places you can click to access a list of jobs that you are qualified and available to fill. Available jobs will show up in the side navigation under "Available Jobs" and on the Available Jobs tab.



The fastest way to find jobs is the "Available Jobs" section on the home page below the calendar. Here, you'll see a list of jobs that you are qualified and available to accept.

Viewing the Job Details

All the important job details are here, like the name of the employee you will be subbing for, the location of the job, the date and time of the job, and more.



There are other details about the job (notes, attachments, and multi-day jobs) that will show here too.

View the Job's Notes

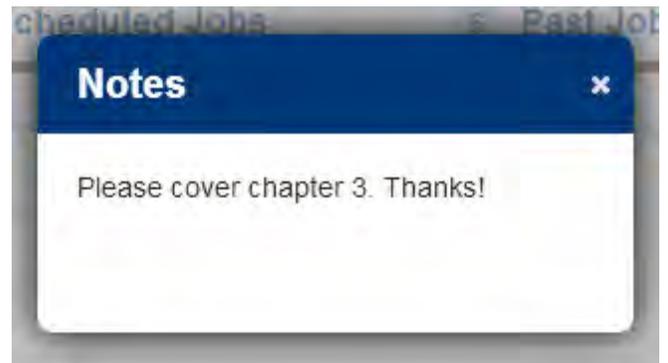
The icon that looks like a sheet of paper indicates that this job has notes associated with it. These could be important notes from the teacher letting you know information about the job. Click the icon to view the notes.

1 Available Jobs		1 Scheduled Jobs	
Date	Time	Duration	
Banner, Robert	Physics Professor		
Fri, 10/28/2016 - Mon, 10/31/2016	6:00 AM - 3:00 PM		Full Day

The notes for this job will pop up for you to view. To exit the notes, click the X in the top right corner of the pop-up.

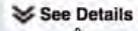
Multi-Day Jobs

Some jobs in your available jobs list may be multi-day jobs. Multi-day jobs will be indicated by a circle icon with a plus inside it.



1 Available Jobs		1 Scheduled Jobs	
Date	Time	Duration	
Banner, Robert	Physics Professor		
Fri, 10/28/2016 - Mon, 10/31/2016	6:00 AM - 3:00 PM		Full Day

On multi-day jobs, you won't see an "Accept" button right away. To view the individual days, click the See Details button.

1 Available Jobs		1 Scheduled Jobs		1 Past Jobs		0 Non Work Days	
Date	Time	Duration	Location				
Banner, Robert	Physics Professor			 			
Fri, 10/28/2016 - Mon, 10/31/2016	6:00 AM - 3:00 PM		Full Day	Victoria County Community Schools			

This will reveal each individual day for the job, as well as a new button, Accept Multi-Day.

1 Available Jobs		1 Scheduled Jobs		1 Past Jobs		0 Non Work Days	
Date	Time	Duration	Location				
Banner, Robert Physics Professor				<input type="button" value="Reject"/> <input type="button" value="Accept Multi-day"/> <input type="button" value="Hide Details"/>			
Fri, 10/28/2016	6:00 AM - 3:00 PM	Full Day	Victoria County Community Schools	 			
Mon, 10/31/2016	6:00 AM - 3:00 PM	Full Day	Victoria County Community Schools	 			

Phone Number and Map

In each job listing, there will be an icon for the school's phone number as well as a map to the school. Click on the **green phone icon** to have the school's phone number pop up. If the icon is gray, that means the school's phone number is not available.

Banner, Robert Physics Professor				<input type="button" value="Reject"/> <input type="button" value="Accept Multi-day"/> <input type="button" value="Hide Details"/>			
Date	Time	Duration	Location				
Fri, 10/28/2016	6:00 AM - 3:00 PM	Full Day	Victoria County Community Schools	 			
Mon, 10/31/2016	6:00 AM - 3:00 PM	Full Day	Victoria County Community Schools	 			

Click the **orange map icon** to open Google Maps with directions to the school's location.

Accepting or Rejecting Jobs

Now that you have seen the job details, you are ready to accept or reject the job.

Rejecting a Job

To reject a job, all you have to do is click the **Reject** button on the right side of the job listing. Rejecting a job will make it disappear from your available jobs and you will not see it again. Only click the reject button if you are absolutely sure that you will not want to come back to this job later.

Accepting a Job

To accept a job click the green **Accept** button on the right side of the job listing.



Once you have accepted the job, you will receive a pop-up at the top of your screen showing you the confirmation number. If there is a file attached to the absence, you will also see a link to view the attached file. This pop-up will stay on your screen until you dismiss it. Dismiss it by clicking the **x** next to "Dismiss Message".



Absence Management

✔ **Assignment Accepted. Your confirmation number is #226641786**

✘ Dismiss Message

Viewing Job History

absence-help.frontlineeducation.com/hc/en-us/articles/115003266207-Viewing-Job-History

In absence management, you will have the ability to view the details of your job history any time you want.

Past Jobs

If you want a quick view of the jobs you have worked in the past 30 days, you can see that right on your home page under the "Past Jobs" tab. On the tab, there will be a number indicating the number of jobs you have had in the past 30 days.

Date	Time	Duration	Location
Barker, Bob Report to: Main Office CONFIRMATION #253891124			
Wed, 4/19/2017	8:00 AM - 4:00 PM	Full Day	Victoria County School District Beacon School
Beasley, Pam Report to: Main Office CONFIRMATION #256063651 Leave Feedback			
Fri, 5/5/2017	8:00 AM - 5:00 PM	Full Day	Victoria County School District Coal Hill School

History Tab

If you would like to go further than 30 days into your job history, you can click the **History** tab in the side navigation.

This will open your job history and default to showing you the last 60 days. You can pick from the set date ranges at the top of the report or choose a custom date range to view.

Displaying: 3/11/2017 to 5/10/2017

Select a date range: **Last 60 days** Last 90 days Last 120 days This School Year Last School Year Custom

2 Jobs

0 Non Work Days

Date	Time	Duration	Location	
Barker, Bob Report to: Main Office CONFIRMATION #253891124				
Wed, 4/19/2017	8:00 AM - 4:00 PM	1 Full Day	Victoria County School District Beacon School	
Beasley, Pam Report to: Main Office CONFIRMATION #256063651 Leave Feedback				
Fri, 5/5/2017	8:00 AM - 5:00 PM	1 Full Day	Victoria County School District Coal Hill School	

To create a custom date range, click the **Custom** option. A date range selector will pop up. Enter your custom date range and click the **Go** button to bring up the jobs for that range.

Displaying: 3/11/2017 to 5/10/2017

Select a date range: **Last 60 days** Last 90 days Last 120 days This School Year Last School Year Custom

2 Jobs

0 Non Work Days

From to [Go](#)

Date	Time	Duration	Location	
Barker, Bob Report to: Main Office CONFIRMATION #253891124				
Wed, 4/19/2017	8:00 AM - 4:00 PM	1 Full Day	Victoria County School District Beacon School	
Beasley, Pam Report to: Main Office CONFIRMATION #256063651 Leave Feedback				
Fri, 5/5/2017	8:00 AM - 5:00 PM	1 Full Day	Victoria County School District Coal Hill School	