



# Texas City Independent School District

1700 Ninth Avenue North, P.O. Box 1150, Texas City, Texas 77592-1150

## ◀SUBSTITUTE RESOURCE HANDBOOK▶

**2016 – 2017 Academic Year**

*The Texas City Independent School District is a learning community  
which holds as its guiding principle:  
“Every Child Will Learn.”*

### **Administration**

Dr. Cynthia Lusignolo, Superintendent  
Susan Myers, Deputy Superintendent  
Margaret Lee, Assistant Superintendent for Business and Operations  
Marcus Higgs, Executive Director of Human Resources  
Dr. Terri Burchfield, Executive Director of Support Services  
James Banks, Executive Director of Technology Services  
Marion Godeaux, Executive Director of Maintenance and Operations  
Donna Peterson, Director of Special Education  
Barbara Sharp, Director of Finance  
Lisa Campbell, Director of Student Data  
Melissa Tortorici, Director of Communications  
Jackson Haralson, Director of Facilities and Planning  
John Vandever, Director of Nutrition Services  
Deborah Laine, Director of Development and Community Relations  
Leland Surovik, Director of Athletics  
Joseph Figarelli, Director of Performing and Visual Arts  
Richard Chapa, Director of Career and Technical Education  
Joseph Brinker, Director of Transportation



## **Texas City Independent School District**

1700 Ninth Avenue North, P.O. Box 1150, Texas City, Texas 77592-1150

Dear Prospective Substitute Team Member:

A major priority of the Texas City Independent School District is the employment of highly qualified teachers as well as highly qualified individuals to serve as substitutes in the absence of regular classroom staff. District staff is sometimes unavailable to fulfill their regular assignments due to personal or family illness, professional development activities, or other school related duties and, in their absence, substitute team members provide the essential function of continuity of the educational process for District students.

Effective strategies for maintaining classroom objectives and appropriate student behavior are acquired skills. The "Substitute Handbook" is provided to enable the substitute team member access to a variety of information relative to a successful substitute experience.

Your thorough review of the information provided herein is appreciated. Your professionalism and dedication to providing a quality learning experience for the students of the Texas City Independent School District, in the absence of regular classroom staff, is also very much appreciated.

Sincerely,

Marcus Higgs  
Executive Director - Human Resources

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**Section 1**  
**◀GENERAL INFORMATION▶**

**Expectations**

**Senate Bill 9**

**Classifications**

**Documentation**

**Job Descriptions**

**Compensation**

**AESOP Facts**

## ◀ EXPECTATIONS ▶

It is the expectation of the Texas City Independent School District that substitute teachers and substitute aides place student welfare and safety before all other matters. Substitute teachers are expected to seek out the guidance and support of campus administration in matters regarding student discipline. **Under no circumstances should a substitute teacher or substitute aide attempt to physically coerce or otherwise have any physical contact with a student.**

## ◀ SENATE BILL 9 ▶

All classroom substitute teachers and aides, whether certified or not, are required by Senate Bill 9 (SB9) to submit fingerprint information to the Texas Department of Public Safety (DPS).

## ◀ CLASSIFICATIONS ▶

The Texas City Independent School District classifies substitutes according to their educational achievements and assignments are made accordingly. Individuals must have a minimum of 60 college credit hours to teach in the classroom. Applicants with a Texas Teachers Certification will be given first consideration during the hiring process. Individuals hired with less than 60 college hours are only eligible to substitute for paraprofessional or instructional aide positions. Listed below are substitute classifications for the District:

### **Educator Certified**

(Bachelor's or higher degree plus a valid standard or probationary teacher certification)

### **Degreed Professional**

(Bachelor's or higher degree)

### **60+ College Hours**

(Have completed a minimum of 60 college credit hours from an accredited college or university)

### **Less than 60 College Hours**

(Eligible to fulfill paraprofessional or instructional aide positions)

## ◀ DOCUMENTATION ▶

The following documentation is required to be on-file with the District for each substitute:

**Official transcript** (college, university, or high school/GED)



## ◀JOB DESCRIPTION FOR THE SUBSTITUTE TEACHER▶

**Job Title:** Substitute Teacher  
**Reports To:** Administrator at Assigned Campus

**Primary Purpose:**

Working under the direct supervision of the principal, substitute teachers are expected to comply with the school laws of Texas, the regulations of the State Board of Education, the directives of the Texas Education Agency, the policies of the Board of Trustees, and the administrative regulations of the school district.

**Qualifications:** Bachelor's degree or a minimum of 60 college hours from an accredited college/university (bachelor's degree with a valid teaching certificate preferred)

**Performance Responsibilities and Duties**

1. Arrive promptly at the assigned time and location reporting directly to the principal or designee in order to receive necessary directions and to assemble materials needed for the day. The substitute teacher should report at the same time the regular classroom teachers report for duty.
2. Sign the absence check-in sheet, or timesheet if working in a vacant position, and record the job number to ensure proper reporting of the days employed. Before leaving school, report to the office to sign out and to inquire whether to return the following day.
3. Check the regular teacher's mailbox and bulletin board for notices or communications.
4. Assume all responsibilities and duties assigned to the classroom teacher.
5. Follow, as closely as practical, the lesson plans provided by the teacher and maintain the regular routine of the class. If time permits, the substitute teacher's own innovations may supplement the daily program.
6. Student attendance at the elementary schools must be recorded by 10:00 a.m. each day. Attendance at the intermediate school, middle school and high school should be recorded according to each individual school policy.
7. It is the responsibility of the substitute teacher to be aware of each campus' policies and procedures for dealing with discipline problems before administering any consequences. **UNDER NO CIRCUMSTANCES IS CORPORAL PUNISHMENT TO BE ADMINISTERED.**
8. If assistance is needed, notify a neighboring teacher or the principal's office. The neighboring teacher will oversee the class during the time needed. **AT NO TIME SHOULD A CLASS BE LEFT UNATTENDED.**
9. Inform the school nurse if a student needs medication. Only authorized District employees may administer medication.
10. All accidents, injuries, or other serious problems shall be reported at the earliest possible time to the building principal.
11. Leave a summary of work covered in each class and other pertinent information for the regular teacher including discipline problems. Also, attach any notes or communication from parents.
12. Any money turned in to the substitute teacher should be recorded for the regular teacher and taken to the principal's office before leaving for the day.
13. Report all suspected abuse to the principal, counselor or nurse and file report with CPS.
14. **Maintain confidentiality regarding students and staff.**
15. **Substitutes may not use a cellular telephone when students are in the classroom.**
16. In case of an emergency situation substitutes are required to stay on campus at all times.
17. Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, desks, and other classroom equipment.

## ◀JOB DESCRIPTION FOR THE SUBSTITUTE AIDE▶

**Job Title:** Substitute Aide  
**Reports to:** Principal and Teacher(s) Assigned

### **Primary Purpose:**

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

### **Qualifications:**

GED/High School Diploma (Some college hours preferred)

Ability to communicate effectively

Some related experience working with students (preferred)

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

#### **Instructional Support**

1. Assist teacher in preparing instructional materials and classroom displays.
2. Assist with administration and scoring of objective testing instruments or work assignments.
3. Help maintain a neat and orderly classroom.
4. Help with inventory, care and maintenance of equipment.
5. Help teacher keep administrative records.
6. Assist the classroom teacher as requested.

#### **Student Management**

7. Conduct instructional exercises assigned by the teacher; work with individual students or small groups.
8. Help supervise students throughout the school day, inside and outside the classroom. This includes lunchroom, bus, and playground duty.
9. Keep teacher informed of special needs or problems of individual students.
10. Exercise extreme caution and good judgment in verbal and physical relationships with students.

#### **Other**

11. Demonstrate a professional manner at all times when carrying out the duties designated.
12. Exercise discretion and good judgment in personal grooming and attire.
13. Maintain emotional control under stress. Moderate standing, stooping, bending, and lifting



**Texas City Independent School District**

**◀SUBSTITUTE COMPENSATION SCHEDULE▶  
2016 - 2017**

<b>Pay Criteria</b>	<b>POSITION FILLED: Professional/Teacher</b>	<b>POSITION FILLED: Paraprofessional/ Instructional Aide</b>	<b>POSITION FILLED: Long-Term Professional/Teacher (After 10 consecutive days in same position)</b>
<b>Educator Certified/ Valid Probationary</b>	\$ 115.00 per day	\$ 65.00 per day	\$ 150.00 per day
<b>Degreed Professional</b>	\$ 75.00 per day	\$ 65.00 per day	\$ 110.00 per day
<b>60 + College Hours</b>	\$ 65.00 per day	\$ 65.00 per day	\$ 100.00 per day
<b>Less than 60 College Hours</b>	N/A	\$ 65.00 per day	N/A

*Note #1: Benefits such as leave days, etc. are not available for substitutes.*

*Note #2: Direct deposit of payroll checks is available for substitutes.*

*Note #3: Employees who choose not to enroll in direct deposit will be issued a pay card. The form necessary to enroll is available on the district's website.*

*Note #4: Overpayments: Substitute employees must inform the Texas City ISD Payroll Department of known overpayments on any paychecks received. Texas City ISD will pursue all legal means necessary to recover overpayments.*

## ◀AESOP FACTS▶

*(Answers to frequently asked questions)*

**What is the 1-800 number and web site address for AESOP?** Phone:1-800-942-3767  
On-Line: [www.aesoponline.com](http://www.aesoponline.com) *(address is not case sensitive)*

**Can I use both the computer and the phone to access the AESOP system?** Yes

**If I have problems logging onto the web site, what should I do?** Make sure you are using the correct ID and PIN number both of which are contained in your “Welcome Letter.”

**Who do I call if I am having problems?** District Substitute Coordinator at:  
(409) 916-0100 or Ext. #1100 if you are on a campus.

**Does the AESOP system call in alphabetic order or randomly?** Calls are made in a random order.

**What times will the AESOP system call?** The system has two calling periods which include hours between 5:30 a.m. and 10:00 a.m. or between 4:30 p.m. and 10:00 p.m.

**What should I do if I can't make it the day I'm supposed to sub?** To cancel an accepted job, please call the District Substitute Coordinator at (409) 916-0100.

**How do I accept a job?** You either go to the web site address at [www.aesoponline.com](http://www.aesoponline.com) or call 1-800-942-3767.

**I do not want AESOP to call me on certain days. How can I do that?** On the web site, go to: “Tell AESOP When to Call Me.”

**What if a teacher asks me to sub for him/her? How does that work?** Once the employee contacts you to sub and you have accepted the job, the employee will register the absence and assign you to that absence. The AESOP system will not call you regarding this absence. The employee you will be subbing for should give you a confirmation number which is assigned by AESOP when the absence is entered.

**If I accept a job over the phone, do I have to update my calendar on the web?** No. Your calendar will automatically be updated.

**If I change my phone number or PIN, how long does it take for that to become effective?** Instantly. Remember, your phone number is your login ID number.

**What if I forget the details to the sub job? Can I retrieve them from AESOP?** On the web site, choose: “View My Schedule” and the detailed information will be listed below.

## Section 2

# ◀ RESPONSIBILITIES ▶

**Responsibilities of Principal or Designee**

**Responsibilities of Classroom Teacher**

**Responsibilities of Substitute Teacher**

*Substitute Teacher Note to Classroom Teacher*

## ◀RESPONSIBILITIES OF THE PRINCIPAL OR DESIGNEE▶

### **Responsibilities of the Principal or Designee:**

1. Instruct the substitute teacher on procedures for signing in and out.
2. Direct the substitute teacher to the teacher's classroom and locate lesson plans, grade book, and supplies needed for the school day.
3. Provide the substitute teacher with a schedule of school activities for the day. The schedule should include the beginning and ending time of class periods and lunch periods.
4. Explain how, when and to whom absences and tardiness are to be reported; what to do in case of a fire drill, major crisis, and/or other emergencies; and who to contact for emergencies.
5. Advise the substitute teacher of the location and availability of restroom facilities, lunch services, teacher workroom/lounge, and areas of special duties. NOTE: A map of the campus is helpful.
6. Advise the substitute teacher who to contact if assistance is needed.
7. Review with the substitute teacher the procedure for handling special discipline cases.
8. Discuss with the substitute teacher any students with unusual guidance or discipline problems with whom the substitute will be working.
9. Visit the class to see that it is operating satisfactorily.
10. Create an attitude of helpfulness and respect toward the substitute.
11. If the substitute is to return the next day, provide a school telephone number to be used after school hours in case of an emergency.
12. Complete the “Administrator Review of Substitute Teacher Assignment” form and retain for future review.

## ◀RESPONSIBILITIES OF THE CLASSROOM TEACHER▶

1. Provide a daily lesson plan book along with the following:
  - \* Complete, legible lesson plans with instructions indicating the titles of books and pages to be covered
  - \* Location of materials, supplies, and books
  - \* Any special instructions concerning the manner in which assignments are to be conducted
  - \* Alternate lesson plans that a substitute could use in an emergency
  - \* Classroom rules of conduct
  - \* A daily schedule with names of students who should be in attendance
  - \* Names of students who have permission to leave class during the day, and the time they should leave and return
  - \* Names of reliable students who can be of assistance during the day
  - \* Name and location of a neighboring teacher or department chairperson who can be of assistance
  - \* Seating charts, if practical
2. Provide a copy of the campus faculty handbook.
3. Provide the following, if it is not included in the faculty handbook:
  - \* Class period schedule and/or bell schedule
  - \* Method of pupil accounting
  - \* Information and instructions concerning the procedure for fire and disaster drills.
4. Provide an answer key for student assignments, tests, etc., if applicable.
5. Provide additional information or assistance to the substitute by telephone, unless the nature of the absence makes it impractical.
6. Notify the campus administrator or designee by 2:00 p.m. of intent to return the following day. This practice will enable the substitute to know before the end of the school day whether or not to return the following day. Instruct the class to instill an atmosphere of goodwill, courtesy, and cooperation toward a substitute teacher.
7. Complete the “Special Report on Substitute Teachers/Aides” if issues arise pertaining to a substitute’s performance during an assignment.

## ◀RESPONSIBILITIES OF THE SUBSTITUTE TEACHER▶

1. Substitute teachers should conduct themselves in a professional manner at all times when carrying out their duties, even though they are not full-time teachers.
2. Comments comparing one school with another or comparing the children in one neighborhood with those of another should not be made.
3. Under no circumstances should a substitute teacher criticize a regular teacher, except to those in authority and only then when the best interests of the students are being served.
4. **Substitute Teacher/Staff Dress and Grooming Code**  
The administration of each campus will determine appropriate dress standards for their employees. When necessary, employees will be asked to correct their dress immediately. If you are unsure if an article of clothing is acceptable, please ask before the fact. In general:

The effective substitute teacher/staff member...

*...comes to work appropriately dressed.*

*...comes to teach dressed for success.*

*...is a role model for students.*

The clothing items listed below are **unacceptable** and should not be worn to school by any substitute teacher/staff member:

- Casual walking shorts or gym shorts (See note below \*)
  - Jogging suits or warm up suits/flannel wear
  - Leggings, clinging pants, excessively tight pants/jeans/skirts
  - Short skirts, or shirts that show mid-drift or lower back when arms are raised
  - Low-cut, backless or see-through garments (including low-cut jeans that expose lower back when sitting or bending over)
  - Denim jeans and T-shirts (See note below \*\*)
  - Flip flops, shower shoes, or house slippers
  - Tattoos are prohibited and must be covered
  - Visible body piercing (other than the ears) and related jewelry is prohibited. Prohibited areas of the body include, but are not limited to eyebrow, cheek, nose, and lips. Band-Aids to cover jewelry or spacers are not allowed.
- \* Note: Gym shorts are acceptable in PE or Athletics class. The teacher should put on a collared shirt and long pants if returning to his/her classroom to teach a class.
- \*\* Note: Denim jeans worn with TCISD or black and orange spirit shirts (TC Campuses) or blue and gold spirit shirts (LM Campuses) are acceptable on Fridays and spirit days or activity days as determined by campus administration. Denim jeans may not be frayed at the bottom, worn, faded, or tattered.

5. Substitute teachers are expected to be on duty the same length of time as the regular classroom teacher. This includes reporting to duty at least 15 minutes before the start of school. Substitute aides are limited to working 8 hour days.
6. Substitutes should report directly to the campus office and obtain any instructions, special announcements or other information needed to carry out the day's activities. The substitute badge should be worn at all times.
7. Substitute teachers will be expected to perform all the duties of the regular teacher unless the campus administrator releases the substitute from a particular responsibility. Check the teacher's master planning book to see if there are any students with special needs or medical conditions of which to be aware. If the planning book is unavailable, check with the office.
8. Substitutes should follow the daily class schedule and lesson plans provided by the regular teacher.
9. When substituting in a special education classroom, contact the campus administrator regarding information about the class. Designated campus staff members will be able to assist in understanding specific students' needs, their individual education plans, and how the class is structured. Confidentiality must be maintained. If concerns or questions arise, seek assistance from the principal or the designated staff members.
10. Any materials or equipment borrowed should be returned to the proper authority before the substitute leaves campus.
11. Substitute teachers should not leave the campus prior to the end of the school day unless they have cleared through the administration.
12. Substitute teachers should exercise extreme caution and good judgment in verbal and physical relationships with students.
13. Substitute teachers may not take advantage of the position by selling, promoting, or otherwise soliciting goods or services for their personal gain or benefit while on duty or on District property.
14. Complete "Substitute Teacher Note to Classroom Teacher" at the conclusion of each day of the assignment.

**Texas City Independent School District**  
**◀SUBSTITUTE TEACHER NOTE TO CLASSROOM TEACHER▶**

Classroom Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

Campus: \_\_\_\_\_

1. The following students were absent today:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. The following was completed in class today: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The following students were helpful today: \_\_\_\_\_  
\_\_\_\_\_

4. The following students were not productive today: \_\_\_\_\_  
\_\_\_\_\_

5. The following students behaved inappropriately today: \_\_\_\_\_  
\_\_\_\_\_

6. Things you need to know about class today: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If you have any questions, please contact me at:** \_\_\_\_\_

\_\_\_\_\_  
*Substitute Teacher Signature*

\_\_\_\_\_  
*Date*

**Section 3**  
**◀ ETHICS ▶**

**Code of Ethics and Standard Practices for Texas Educators**

**Evaluation of Substitute Teachers**

**Dismissal of Substitute Teachers**

*Substitute Teacher Report*

*Administrator Review of Substitute Teacher Assignment*

*Special Report on Substitute Teachers/Aides*

**◀CODE OF ETHICS▶  
AND STANDARD PRACTICES FOR  
TEXAS EDUCATORS**

**Standards of Conduct**

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

- \* Recognize and respect the rights and property of students and coworkers and maintain confidentiality in all matters relating to students and coworkers.
- \* Report to work according to the assigned schedule.
- \* Notify immediate supervisor in advance or as early as possible in the event that an employee must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, or failure to follow procedures for reporting an absence may be cause for disciplinary action including termination.
- \* Know and comply with District and campus or department procedures and policies.
- \* 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.
- \* Refrain from any participation in an organized work stoppage against the District.

All employees are expected to perform their duties in accordance with State and federal law, District policy, and ethical standards for professional educators. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC no later than the seventh day the superintendent first learns of the incident.

All employees, as public servants, must follow the “Code of Ethics and Standard Practices for Texas Educators,” which is reprinted in the following:

**Statement of Purpose**

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.

## ◀Code of Ethics and Standard Practices for Texas Educators▶

### **Statement of Purpose** *(continued)*

The Texas Educator, in exemplifying the 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.

### **Professional Standards**

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

**Standard 1.1** The educator shall not knowingly engage in deceptive practices regarding policies of the school district or educational institution.

**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 request 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, 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 applicable 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.

#### **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.

**◀Code of Ethics and Standard Practices for Texas Educators▶**

**2. Ethical Conduct Toward Professional Colleagues** *(continued)*

**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, sex, disability, or family status.

**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 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 knowingly treat a student in a manner that adversely affects the student’s learning, physical health, mental health, or safety.

**Standard 3.3** The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.

**Standard 3.5** The educator shall not engage in physical mistreatment of a student.

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

**Standard 3.7** The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

## ◀EVALUATION OF SUBSTITUTE TEACHERS▶

The District must constantly be aware of the quality of the substitute teachers it employs. Substitute teachers are informally evaluated at the conclusion of each assignment by the classroom teacher, the building principal and/or designee.

Evaluations are important for reference purposes when considering the substitute teacher for a long-term assignment and/or full-time employment. Professional ethics of the substitute teacher will be a prime factor in evaluation.

### ◀Dismissal of Substitute Teachers▶

A substitute teacher may be dismissed immediately for any of the following reasons:

1. Failure to comply with District policies, guidelines, and practices including official directives from a supervisor, whether written or oral.
2. Neglect of duties. An example includes leaving an assignment without prior approval from the campus administration.
3. Inability to perform instructional responsibilities or other assigned duties.
4. Ineffective classroom management.
5. Improper conduct with a student or employee. Examples include: striking a student, using improper language.
6. Conviction of a felony or other crime involving moral turpitude. Examples include: theft, swindling, forgery, indecency with a minor.
7. Falsification of records or other documents related to the District's activities.
8. Misrepresentation of facts to the Superintendent or other District officials in the conduct of District business.

### ◀Substitute Dismissal Procedures▶

If a principal or teacher has a complaint about a substitute teacher, the principal should talk with the substitute about it and then submit a report of the incident to the Human Resources Office. Human Resources will, in turn, contact the substitute by phone or letter to discuss the reported incident and/or complaint. The substitute will need to schedule a conference to determine future work eligibility. If the substitute needs classroom teaching ideas or informal staff development, it will be provided. There may be a follow-up conference for additional support.

A substitute will be dismissed if the substitute is involved in any one of the reasons stated under "Dismissal of Substitute Teachers," any circumstance that places a student in danger, or if after meeting and conferencing with Human Resources the District continues to receive complaints regarding the substitute. At that time the substitute's name would be removed from the AESOP system. There may be circumstances when the substitute is excluded from one campus and yet allowed to substitute on others. **Two campus exclusions shall result in an automatic removal from the District's substitute list for the remainder of the school year and may result in removal from the substitute list for the following school year.**

Texas City Independent School District  
◀ **SUBSTITUTE TEACHER REPORT** ▶

**Substitute Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Campus \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_

1. The following information should be provided by the regular classroom teacher for each substitute assignment: *(Check items provided)*

- \_\_\_\_\_ Bell schedule
- \_\_\_\_\_ Lunch schedule
- \_\_\_\_\_ Lesson plans
- \_\_\_\_\_ Instructional materials/books/handouts, etc.
- \_\_\_\_\_ Class roster
- \_\_\_\_\_ Seating chart
- \_\_\_\_\_ Duty assignment
- \_\_\_\_\_ Attendance instructions/forms
- \_\_\_\_\_ Copy of classroom rules
- \_\_\_\_\_ Restroom/hall pass
- \_\_\_\_\_ Contact instructions for the main office and security
- \_\_\_\_\_ Special education schedule/instructions
- \_\_\_\_\_ Safety information

2. Activities performed *(Check items completed)*

- \_\_\_\_\_ Gave daily announcements
- \_\_\_\_\_ Followed lesson plans and other instructions
- \_\_\_\_\_ Completed summary of successes and problems
- \_\_\_\_\_ Informed teacher of any student, procedural, or instructional concerns
- \_\_\_\_\_ Straightened classroom and left area neat and orderly
- \_\_\_\_\_ Performed hall, playground, or other assigned duty

\_\_\_\_\_  
*Substitute Teacher Signature*

\_\_\_\_\_  
*Date*

**Texas City Independent School District**  
**◀ADMINISTRATOR REVIEW OF SUBSTITUTE TEACHER ASSIGNMENT▶**

Substitute Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

1. Is there a substitute teacher folder available?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
2. Is there a seating chart?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
3. Do students have ample work for the period?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
4. Did the substitute teacher check the roll and turn it in?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
5. Are the students engaged and working?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
6. Is the substitute teacher monitoring and assisting students?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
7. Is the substitute teacher well-groomed?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
8. Is the class well managed?      \_\_\_\_\_ Yes      \_\_\_\_\_ No
9. Is the substitute teacher using appropriate communication?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

10: Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Administrator Signature*

\_\_\_\_\_  
*Date*

**Texas City Independent School District**  
**◀SPECIAL REPORT ON SUBSTITUTE TEACHERS/AIDES▶**

Substitute: \_\_\_\_\_ Date of Substitution: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Campus: \_\_\_\_\_

Subject or Grade: \_\_\_\_\_

*Check One*

Yes	No	<b>CLASSROOM MANAGEMENT/ORGANIZATION</b>	<b>Comments</b>
___	___	Prompt arrival on campus	_____
___	___	Fair treatment of students	_____
___	___	Maintained classroom order and control	_____
___	___	Cooperative with staff members	_____
___	___	Gives clear directions	_____
___	___	Keeps students engaged	_____
___	___	Specifies expectations for behavior	_____
___	___	Redirects inappropriate/disruptive behavior	_____
___	___	Applies rules fairly and consistently	_____
___	___	Sufficient notes to resume class instruction	_____
		<b>COMMUNICATION SKILLS</b>	
___	___	Easily understood	_____
___	___	Acceptable grammar – written and verbal	_____
___	___	Leaves clear notes for teacher	_____
		<b>LEARNING ENVIRONMENT</b>	
___	___	Avoids sarcasm/negative criticism/ foul language	_____
___	___	Establishes climate of courtesy	_____
___	___	Encourages slow/reluctant students	_____
		<b>PERSONAL</b>	
___	___	Good hygiene	_____
___	___	Professional appearance	_____

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

-----  
*Administrative Use Only*

**RECOMMENDATION:** *(Check one)*

\_\_\_\_\_ This substitute should not be used at this campus/school again.

\_\_\_\_\_ This substitute should be dismissed from the District substitute roster.

Comments: \_\_\_\_\_

\_\_\_\_\_  
**Administrator's Signature** \_\_\_\_\_  
**Date**

**Section 4**  
**◀ PROFESSIONALISM ▶**

**Employee Standard of Conduct – Local Guidelines**

**Confidentiality of Student Information**

**Release of Students**

**Student Welfare: Child Abuse, Sexual Abuse, and Neglect**

**Freedom from Harassment**

**Improper Relationship Between Employee and Student**

**Tobacco and Drug Free Workplace**

**Visitors in the Workplace**

**Network and Internet Acceptable Use Policy for Staff Members**

## **◀EMPLOYEE STANDARD OF CONDUCT▶ LOCAL GUIDELINES**

### **Goals of Employee Conduct Standards**

It is absolutely essential that the District and its employees abide strictly by the letter and spirit of District policies and procedures to preclude the fact or perception of illegality or impropriety. Goals are:

- \* To provide parents, students, and taxpayers access to the highest quality education at the best possible price.
- \* To support employees of the District in their daily business conduct. Individual conduct is the basic building block of District performance.
- \* To help fellow employees by giving directions and providing ways to get assistance when needed and thus avoid wrongdoing.
- \* To work cooperatively with others to maintain workplace harmony.
- \* To enhance the administrative performance of the District in basic business relationships.
- \* To help build the bond of trust between the school district and citizens of the community.

### **Arrests and Convictions**

An employee who is arrested for any felony or any offense involving moral turpitude must report the arrest to administration within three calendar days of the arrest. An employee who is convicted of or receives deferred adjudication for such an offense must also report that event to administration within three days of the event.

**Moral turpitude** includes, but is not limited to, the following:

- \* Dishonesty
- \* Deliberate violence
- \* Fraud
- \* Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- \* Deceit
- \* Theft
- \* Misrepresentation
- \* Drug- or alcohol- related offenses
- \* Acts constituting abuse under the Texas Family Code

### **Conflicts of Interest**

A conflict of interest occurs when an entity engages in business or transactions with the school district and an employee of the school district has an interest, direct or indirect in such entity, which is incompatible with the proper discharge of the employee's duties. Public employees should consider themselves as persons in positions of trust and conduct themselves accordingly. All District employees must be particularly sensitive to the many situations, on and off the job, where a conflict could originate. Such conflicts could involve present or prospective entities.

"Entity" means a sole proprietorship, an individual, partnership, limited partnership, firm, corporation, professional corporation, holding company, joint stock company, receivership, trust or any other entity recognized by law through which business may be conducted.

"Interest" means a right title or legal share in something having a pecuniary value or subject to conversion to a pecuniary value of more than \$25.00.

### **Outside Interests**

A conflict with the interest of the District can arise when an employee holds an interest in or is an official, director, or employee of another enterprise, particularly if that enterprise is a supplier of products or services to the District. While such circumstances are not automatically prohibited, they are not desirable, and must not be entered into or exist without prior written disclosure to and approval by the school district.

### **Gifts, Gratuities, and Entertainment**

It is a serious violation of standards for any employee to use his position with the District to seek a personal or professional advantage through the acceptance of gifts, gratuities, entertainment, or other favors; therefore, an employee is prohibited from accepting such benefits.

"Gift and Gratuity" means a payment, loan, subscription, advance, deposit of money, services, goods, merchandise, tickets, cash, present or promised, unless consideration of substantially equal or greater value is received. Gift and gratuity may include any tangible or intangible benefit in the nature of gifts, favors, entertainment, discounts, passes, transportation, accommodation, hospitality, or offers of employment. An employee shall not receive, under any pretense, or seek, ask, or share in any fee, reward, or other reimbursement or gratuity for the performance of his official duties.

All prohibitions herein apply equally where the beneficiary is the:

Spouse; former spouse; children; stepchildren; parents; grandchildren; grandparents; brothers; sisters; uncles; aunts; nephews; nieces; children-in-law; parents-in-law; grandchildren-in-law; grandparents-in-law; brothers-in-law; sister-in-law; uncles-in-law; aunts-in-law; nephews-in-law; or nieces-in-law.

## **Gifts, Gratuities, and Entertainment** *(Continued)*

Exceptions to these guidelines are as follows:

- \* Solicitation or acceptance of anything from a friend or relative unrelated to any employee duties or District business based upon a personal or family relationship;
- \* Participation in the activities of or the acceptance of an award for, a meritorious public contribution or achievement from a charitable, religious, professional, social, or fraternal organization, or from a nonprofit educational, recreational, public service, or civic organization;
- \* Participation in widely attended luncheons, dinners, hospitality rooms, and similar gatherings sponsored by industrial, technical, educational or health associations for the discussion of matters of mutual interest to the District;
- \* Acceptance not otherwise prohibited by law or policy of unsolicited advertising products or promotional material, such as pens, pencils, note pads, calendars, and other items under nominal value of not more than \$25.00;
- \* A gift or gratuity extended to the entire District or an entire department extended through and approved by the superintendent.

Upon offer of any gift/gratuity to an employee, the responsible employee, through their supervisor, may, in case of question as to application of this policy, submit the gift/gratuity proposal to the superintendent.

### **Inside Information**

In no instance may an employee ever use or share inside information, that is not otherwise available to the general public, or take unfair advantage of others using this information.

### **District Resources**

Employees shall not make improper use of District resources nor permit others to do so. This particularly prohibits the acceptance of bribes, kickbacks, or illegal payments of cash in any form or in any amount. Other examples of improper use include unauthorized appropriation, possession or personal use of District assets, technology, software, computer, communications, copying equipment or office supplies. Also forbidden is the unauthorized possession, use, alteration, destruction or disclosure of District data.

### **District Funds for Political Purposes**

It is unlawful for an officer or employee of the District to expend or authorize the expenditure of the funds of such district for the purpose of political advertising. This subsection shall not apply to any advertising which describes the factual reasons for a measure and which does not advocate the passage or defeat of such measure.

### **Employee Involvement**

At both the campus and District levels, Texas City ISD offers opportunities for involvement in matters that affect employees. As part of the District's planning and decision-making process, employees are elected to serve on District or campus level advisory committees.

### **Misrepresentation**

From time to time an employee may attempt to harm or slander another employee through false accusations, malicious rumors, or other irresponsible actions. Such attempts, if proven, will be subject to discipline - including termination.

### **Tampering with a Governmental Record**

Tampering with a governmental record is a third degree felony if the record is a public school record or report, or assessment instrument under Chapter 39, Education Code.

## **◀CONFIDENTIALITY OF STUDENT INFORMATION▶**

### **Release of Student Information**

Federal and State laws safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights. (See Texas City ISD Local Policy FL, Exhibit, Student Records)

General information about Texas City ISD students is considered "directory information" and will be released to anyone who follows procedures for requesting it. That information includes:

- \* A student's name, address, telephone number, and the date and place of birth.
- \* The student's photograph, participation in officially recognized activities and sports, and weight and height of member of athletic teams.
- \* The student's dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school attended previously.
- \* The student's e-mail address.

In addition to release of student information required under the Federal Education Rights and Privacy Act (FERPA), to be in compliance with the No Child Left Behind Act of 2001, the District will release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary students enrolled in the District.

**A parent or eligible student may prevent the release of any or all directory information regarding a student. This objection must be made in writing to the principal within ten school days after the parent or student has been provided this notice.**

## ◀RELEASE OF STUDENTS

Any outsider who comes to the classroom for information about a student or who comes to the classroom asking that a student be released from school must be directed to the principal's office. In any event, **students are not to be released from the classroom without official notice from the office.**

## ◀STUDENT WELFARE: CHILD ABUSE, SEXUAL ABUSE AND NEGLECT▶

### A. What is Child Abuse, Sexual Abuse, and Neglect?

**Child Abuse is the physical or mental injury, negligent treatment, or maltreatment of a child under 18 by a person who is responsible for the child's welfare.**

**Sexual Abuse is a form of child abuse and is defined as any sexual contact with a child or the use of a child for the sexual pleasure of someone else.**

Examples of child abuse, including child sexual abuse, may include, but are not limited to, the following:

- Exposing private parts to a child or asking the child to expose him or herself;
- Fondling of the genitals or requests for the child to do so;
- Oral sex or attempts to enter the vagina or anus with fingers, objects, or penis even if actual penetration is rarely achieved.
- Causes or permits a child to be in a situation in which the child sustains a mental or emotional injury that results in an observable or material impairment of the child's growth, development, or psychological functioning;
- Causes or fails to make a reasonable effort to prevent physical injury that results in substantial harm to the child;
- Engages in or fails to make a reasonable effort to prevent sexual conduct harmful to a child's mental, emotional, or physical welfare, including indecency with a child, sexual assault, or aggravated sexual assault.
- Compels or encourages the child to engage in sexual conduct or performance;
- Causes, permits, encourages, engages in or allows the photographing, filming, or depicting obscene child pornography;
- Use of a controlled substance in a manner that results in physical, mental, or emotional injury to a child;
- Causes, expressly permits, or encourages a child to use a controlled substance;

Indicators or signs of child abuse, including child sexual abuse, may include, but are not limited to, the following:

- General signs of physical abuse;
- Punishment that causes scarring, injury, excessive pain, bruising, or skin changes that last more than a few minutes;
- Punishment inflicted to the head, face, genitals, abdomen, or other area not protected by muscles or soft tissue;
- Discussion of sexual acts;
- Regression in personal hygiene and academic performance;
- Sudden development of behavioral problems and violence;
- Fears of being alone with a particular adult or gender;
- Participates in or describes contact experiences with other children;
- Complaints of genital pain;
- Bruising of the genitals and/or the genital area;
- Excessive masturbation;
- Complaints of painful bowel movements;
- Fear of disrobing;
- Use of sex words or demonstration of sexual knowledge before the age of 12;
- Seductive behavior toward adults;
- Severe nightmares;
- Depression;
- Pregnancy;
- Absenteeism with father continually writing excuses;
- Suicidal attempts;
- Hesitancy to return home after school;
- Curtails contact with peers; and/or
- Reluctance to change clothes for gym or other activity.

**Neglect is when a caretaker fails to provide the conditions essential for developing a child's physical, intellectual, or emotional capacities.**

Examples of neglect may include, but are not limited to, the following:

- Leaving a child in a situation where the child would be exposed to a substantial risk of physical or mental harm without arranging for necessary care for the child;
- Placing a child in or failing to remove a child from a situation that requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities;
- Failing to seek, obtain, or follow through with medical care for a child;
- Failure to provide a child with food, clothing, or shelter; and/or
- Placing a child in or failing to remove a child from sexual conduct.

**B. Who is responsible for a child’s “care, custody, or welfare?”**

- A parent, guardian, managing or possessory conservator, or foster parent of the child;
- A member of the child’s family or household;
- A person with whom the child’s parent cohabits;
- School personnel or a volunteer at the child’s school; or
- Personnel or volunteers at a public or private child-care facility.

**C. Purpose of Reporting Law**

The purpose of the reporting law is to protect the child by encouraging more complete reporting of suspected child abuse. This purpose is accomplished by:

1. Identification of the child in peril as quickly as possible.
2. Designation of the agency, Texas Department of Protective and Regulatory Services, and local law enforcement to receive and investigate reports of suspected child abuse.
3. Offering, where appropriate, services and treatment.

**D. Persons Required to Report *Policy FFG***

Texas law requires that any person “having cause to believe” that a child’s physical or mental health or welfare has been or may be adversely affected by abuse or neglect shall report. Professionals, specifically, are mandated to report. “Professional”, as defined in the Texas reporting statute, is any individual who is licensed or certified by the State, or who is an employee of a facility licensed, certified, or operated by the State, and who in the normal course of official duties, has direct contact with children (teacher, nurse, counselor, principal).

It is important to note that the law requires any person to make such a report; therefore, not only school personnel, but also parents or friends of a child who have cause to believe that a child is being abused or neglected should make a report.

When an employee determines that what a child alleges would constitute child abuse, the employee is mandated by law to report the child’s allegations regardless of the employee’s own belief about the credibility of the child.

A report shall be made by the knowledgeable employee within 48 hours of the time the knowledgeable employee first suspects child abuse or neglect to the following:

- a. Non-Emergency Situations:** Contact the campus principal, counselor or school nurse to obtain the confidential web-site

address to file a report with the Texas Department of Protective and Regulatory Services (PRS).

- b. Emergency Situations:** Contact Statewide Intake (SWI) of the Texas Department of Protective and Regulatory Services at 1-800-252-5400 and the Galveston County Liaison Officer at 409-916-0714.
- c.** Many times school personnel will receive a report of conduct that could constitute child abuse, and it will be questionable whether the event involved was, in fact, child abuse as defined by Chapter 261 of the Family Code. In such a situation, the knowledgeable employee should call Protective and Regulatory Services and state his or her concerns to the social worker taking the “intake” call.

#### **E. Child Abuse – Investigation Checklist *Policy GRA***

1. Do not investigate cases of suspected child abuse – Substantiate and report so that PRS can investigate.
2. Other than school nurses, employees may not photograph alleged abuse unless a CPS worker or law enforcement officer is on-site.
3. School personnel shall cooperate with representatives of official agencies investigating reported child abuse.
4. To **ensure confidentiality**, do not confirm or deny that a report has been made to anyone outside of school officials (principal, nurse and/or counselor), PRS and local law enforcement agencies.

#### **F. Knowledgeable Employee Must**

1. Contact CPS to determine if a questionable situation is reportable.
2. Make a report within 48 hours of the time the knowledgeable person becomes aware the suspected abuse as follows:
  - a. Non-Emergency Situations:** Contact the Texas Department of Protective and Regulatory Services @ <https://reportabuse.ws/>.
  - b. Emergency Situations** Contact the Statewide Intake (SWI) of the Texas Department of Protective and Regulatory Services at 1-800-252-5400 and the Galveston County Liaison Officer at 409-916-0714.
3. According to law, it is the responsibility of Protective and Regulatory Services or the law enforcement agency that receives and accepts the report to investigate the alleged report and determine its validity. It is not the employee’s role to investigate the situation. It is the employee’s responsibility to report the abuse

in order to set in motion the process of getting help for the child, and to be supportive of the child.

4. School personnel shall cooperate with representatives of official agencies investigating reported child abuse. [See also GRA].

#### **G. Notifying the Parents**

1. The Protective and Regulatory Services or law enforcement agency is responsible for notifying the parents when a child abuse report has been made concerning their child.
2. If an administrator has reason to believe that an employee or someone acting on behalf of the District has abused a child, the administrator will notify the parent/guardian of the alleged abuse and pending investigation within four hours of the time when he/she first became aware of the suspected abuse. The school principal is also required to notify the Assistant Superintendent for Support Services of the alleged abuse and proper notifications. If the parent/guardian cannot be located, efforts to contact them should be documented.

#### **H. Confidentiality**

1. Confidentiality is assured by Chapter 261 of the Family Code, for purposes of the investigation. However, the identity of the person making the report may be disclosed orally to the District attorney and to other law enforcement officials. **Neither the fact of the written or oral report nor any of its contents, including the name of the person making the report, should be revealed to anyone other than the immediate school officials, Protective and Regulatory Services, and the local law enforcement authorities. This report should not be released to the parent of the child involved or to the individual upon whom the report is made.** The individual about whose behavior the report was filed will be informed by Protective and Regulatory Services that a report was filed, and both parents and the individual upon whom the report was made will have a right to receive a copy of the record made by Protective and Regulatory Services. The name of the person making the report, however, will not be revealed to either the parents or the person upon whom the report is made.
2. District personnel should be aware that they must be extremely cautious about maintaining the confidentiality of both the report and the fact that the report has been filed. If asked, simply state that such reports are confidential and that it would be inappropriate to either confirm or deny the information. Any comment or reporting could be considered a violation of confidentiality or violate the privacy rights of the individuals involved.

## ◀FREEDOM FROM HARASSMENT▶

### **E. Freedom from Harassment**

Texas City Independent School District prohibits sexual harassment and harassment based on a person's race, color, gender, national origin, disability, religion, or age. Same-sex sexual harassment constitutes sexual harassment.

#### **I. Employee to Employee (*Policy DIA*)**

1. Employees shall not engage in conduct constituting sexual harassment or harassment. Employees shall not tolerate harassment of others.
2. Sexual harassment of an employee is defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
  - Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
  - The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples of sexual harassment may include, but are not limited to, sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; requests for social or sexual encounters; pictures or graphics that are degrading or humiliating; and other sexually motivated conduct, communication, or contact.

Indicators or signs of sexual harassment may include, but are not limited to, the following:

- \* Unwanted or unwelcome attention;
- \* Behavior occurs in the context of a relationship where one person has more formal or informal power than the other;
- \* Leaning too close;
- \* Incidental but, none the less, inappropriate touching;
- \* Strange looks or staring at body parts;
- \* Conversations that are too long and too personal;
- \* Too persistent in asking for attention or a date;
- \* Domination or violence; or
- \* Initiation of minor violations of an individual's personal boundaries, watching for the reaction, or lack there of, from the targeted victim.

3. Other prohibited forms of harassment of a District employee include: physical, verbal, or nonverbal conduct related to race, color, gender, national origin, disability, religion, or age when the conduct is so severe, persistent, or pervasive that the conduct:
- Has the purpose or effect of unreasonably interfering with the employee's work performance;
  - Creates an intimidating, threatening, hostile, or offensive work environment; or
  - Otherwise adversely affects the employee's employment opportunities.

Examples of prohibited harassment may include, but are not limited to: offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other types of aggressive conduct such as theft or damage to property.

4. Reporting Procedures: An employee who believes he or she has been or is being subjected to any form of sexual harassment or harassment shall bring the matter to the attention of the principal; supervising director; Marcus Higgs, Executive Director-Human Resources/Title IX Coordinator, or Terri Burchfield, Executive Director for Support Services. If the report is against the principal or supervising director, the employee shall bring the matter to the attention of Marcus Higgs, Executive Director - Human Resources/Title IX Coordinator, or Terri Burchfield, Executive Director for Support Services. No procedure or step in a policy shall require the employee alleging such harassment to present the matter to a person who is the subject of the complaint.

Any other person who knows or believes that a District employee has experienced sexual harassment or harassment should immediately report the alleged acts to the principal; supervising director; Marcus Higgs, Executive Director - Human Resources/Title IX Coordinator; or Terri Burchfield, Executive Director for Support Services.

Any District employee with supervisory authority who receives notice that another employee has or may have experienced prohibited harassment is required to immediately report the alleged acts to Marcus Higgs, Executive Director- Human Resources/Title IX Coordinator.

5. Investigation and Confidentiality: The District shall investigate all allegations of such harassment and shall take appropriate disciplinary action against employees found to engage in such harassment. To the

greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. In order to conduct a thorough investigation and comply with applicable law, limited disclosures may be necessary.

6. District Action: The District may take disciplinary action based on the results of the investigation, even if the District concludes that the conduct did not rise to the level of sexual harassment or prohibited harassment.
7. Retaliation is prohibited against an employee alleged to have experienced harassment, a witness, or another person who makes a report or participates in an investigation. A person who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding prohibited harassment is subject to appropriate discipline.

## II. **Employee to Student OR Student to Employee** (Policies DIA and FFH)

1. District employees shall not engage in sexual harassment of students nor tolerate harassment of students. Employees shall make reports as directed below. Sexual harassment of students by employees is always a violation of law and, therefore, cannot be defended on the grounds that the student may have sought or encouraged the conduct.
2. Sexual harassment of a student is conduct that is so severe, pervasive, or objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. It includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
  - A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
  - The conduct is so severe, persistent, or pervasive that it:
    - *Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or*
    - *Creates an intimidating, threatening, hostile, or abusive educational environment.*

Examples of sexual harassment may include, but are not limited to: touching intimate body parts or coercing physical contact that is sexual in nature, jokes or conversations of a sexual nature, sexually motivated

conduct, telephoning or text-messaging students at home or elsewhere to solicit social relationships, threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit, communications, or contact. *20 USC 1681 (a); Franklin v. Gwinnett County Public Schools, 112 Ct. 1028 (1992).*

Indicators or signs of sexual harassment of students may include, but are not limited to, the following:

- \* Welcome or unwelcome attention;
- \* Use of internet, including but not limited to “Twitter”, “Facebook”, e-mail, text-messages by an employee to socially communicate with students;
- \* Leaning too close to a student on numerous occasions;
- \* Incidental but, none the less, persistent, inappropriate touching;
- \* Strange looks or staring at body parts;
- \* Conversations that are too long and too personal;
- \* Providing too much attention;
- \* Showing distrust or fear of adults;
- \* Wearing many layers of clothing or hesitancy to change clothes for gym or other activities;
- \* Personal warmth, friendliness, compliments, special attention, assistance or “counseling” to nurture a trust or bonding with the student;
- \* Observation of change in student behavior:
  - From feeling liked to feeling sad;
  - From feeling respected to feeling angry;
  - From feeling attractive to feeling helpless;
  - From feeling happy to feeling ashamed;
  - From feeling confident to feeling embarrassed;
  - From loving to come to school to not wanting to go to school;
  - or
  - From enjoying others’ company to avoiding others.
- \* Domination or violence; or
- \* Initiation of minor violations of a student’s personal boundaries, watching for the reaction, or lack there of, from the student.

3. Other prohibited forms of harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, gender, national origin, disability, or religion that is so severe, persistent, pervasive that the conduct:

- Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
- Otherwise adversely affects the student’s educational opportunities.

Examples of prohibited harassment may include, but are not limited to: offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

4. Reporting Procedures: Any District employee who receives notice that a student has or may have experienced sexual harassment or prohibited harassment is required to immediately report the alleged acts to their principal; supervising director; Marcus Higgs, Executive Director - Human Resources / Title IX Coordinator; or Terri Burchfield, Executive Director for Support Services. If the notice is known or suspected child abuse or neglect, the employee must also notify CPS within 48 hours of notification. (See section on *Child Welfare: Child Abuse, Sexual Abuse and Neglect.*)
5. Investigation and Confidentiality: The District shall investigate all allegations of such harassment and shall take appropriate disciplinary action against employees found to engage in such harassment. To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. In order to conduct a thorough investigation and comply with applicable law, limited disclosures may be necessary.
6. District Action: The District may take disciplinary action based on the results of the investigation, even if the District concludes that the conduct did not rise to the level of sexual harassment or prohibited harassment.
7. Retaliation is prohibited against an employee alleged to have experienced harassment, a witness, or another person who makes a report or participates in an investigation. A person who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding prohibited harassment is subject to appropriate discipline.

## ◀ Improper Relationship Between Employee and Student ▶

*Policies DH and FFH; Title 5 of the Texas Penal Code: Offenses Against the Person*

1. Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.
2. An employee of a public or private primary or secondary school commits an offense if the employee engages in sexual contact, sexual intercourse, or deviant sexual intercourse with a person who is enrolled in a public or private primary or secondary school at which the employee works and who is not the employee's spouse.
  - An offense under this section is a felony of the second degree.
  - If conduct constituting an offense under this section also constitutes an offense under another section of the Texas Penal Code, the actor may be prosecuted under either or both sections of the Texas Penal Code.

## Student to Student

The District must reasonably respond to known student-on-student sexual harassment, harassment, and bullying where the harasser is under the District's disciplinary authority.

A District employee shall report any known student-to-student sexual harassment, harassment, or bullying to the principal of the student's school.

An investigation shall be conducted. If warranted, discipline shall be administered. Consideration of an alternative campus placement may also be in order, according to policy. If the harassment is known or suspected child abuse or neglect and the harasser meets the CPS reporting requirements, the employee must also notify CPS within 48 hours of notification. (See section on *Child Welfare: Child Abuse, Sexual Abuse, and Neglect*.)

## ◀ TOBACCO AND DRUG FREE WORKPLACE ▶

**Drug Free Requirements:** The District prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or illicit drug, and alcohol, as those terms are defined in State and federal law, in the workplace, on school premises, or as part of any of the District's activities.

**Violations:** Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling, rehabilitation programs or employee assistance programs, termination from employment with the District, and referral to appropriate law enforcement officials for prosecution.

Information on available rehabilitation or employee assistance programs and contacts shall be posted throughout the workplace.

Compliance with these requirements and prohibitions is mandatory and is a condition of employment.

**Tobacco Policy:** The use of tobacco products including but not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, and dip on and within all District property is strictly prohibited. This policy applies to all persons on school property.

*(Refer to TCISD policies DH Legal and DH Local, Employee Standards of Conduct.)*

### ◀VISITORS IN THE WORKPLACE▶

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

### ◀NETWORK AND INTERNET ACCEPTABLE USE POLICY▶ FOR STAFF MEMBERS

Internet and Network access are privileges that are available to employees and other designated individuals of Texas City ISD. The goal in providing this service is to promote educational excellence at Texas City ISD by facilitating communications for resource sharing, collaborative work, and innovations. The Internet is not meant to replace education, but rather, to facilitate the educational process. It should be used as an adjunct to teaching.

The District has taken precautions to restrict access to controversial material; however, on a global network it is impossible to control all material. The successful operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. The following rules of acceptable use are provided so that users are aware of the ethical and legal responsibilities associated with the use of network resources.

**Definition of District Technology Resources:** The District's computer systems and networks are any configuration of hardware and software. The systems and networks include all of the computer hardware, operating system software, application software, stored text, and data files. This includes electronic mail, local databases, externally accessed databases (such as the Internet), CD-ROM, clip art, digital images, digitized information, communications technologies, and new technologies as they become available.

**Access to Network/Internet:** Network/Internet access is available to all Texas City ISD staff members as granted by their supervisors.

**Subject to Monitoring:** All Texas City ISD Network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Web filtering reports can be generated for any Texas City ISD employee or user assigned to use District computers.

**Rules of Acceptable Use:**

A. General Use

Access to the District's electronic communications system is a privilege, not a right. The District has the right to determine who is, or is not given access to the Texas City ISD electronic communications system. Only employees who have returned and signed the Acceptable Use Policy signature page which states that they have read, understand and agree to adhere to the principles and procedures detailed therein, are permitted to use a District computer.

Employees are prohibited from changing any computer configurations and/or settings. Employees may not install any software including, but not limited to: commercial software, shareware, freeware, original software and/or utilities on school computers or networks. Noncompliance with acceptable use policy may result in suspension or termination of privileges and other disciplinary action consistent with District policies. Users are required to maintain password confidentiality by not sharing passwords with others. Employees may not move computer equipment or peripheral devices or make modifications to computer hardware or configurations without notifying the campus technology liaison and/or the TCISD Department of Technology Services.

B. Internet/Network Use

**Access to the District's Network/Internet shall be made available to employees exclusively for instructional and administrative purposes and in accordance with District policies. Use of Texas City ISD electronic communications systems shall not be considered confidential and is monitored 24 hours a day. There is no expectation of privacy. All Internet activity is monitored.**

Participating in on-line auctions, shopping, trading, selling or gambling is prohibited. Employees are not allowed to access the Internet through a modem. Accessing the Internet through an outside provider such as AOL is prohibited. Any activity that is immoral or contrary to the high moral standards, which must be maintained in an educational setting, is prohibited.

System users may not disable, or attempt to disable, a filtering device on the District's network. Communications may not be encrypted so as to avoid security review by system administrators. Access, copying, or transmission of any material in violation of any U.S. or state regulation is prohibited.

Employees are prohibited from using computers and the network in a way that would harm another person or disrupt use of others (hacking, uploading/creating viruses, and/or committing any type of electronic or physical vandalism/theft).

C. Security

Teachers are not allowed to let students use their network account. Account owners are responsible for all activity under their account. Users should protect their password to ensure system security and their own privilege and ability to continue use of the system. Staff members are required to report to the Technology Services Department any information on the network/Internet that is inappropriate.

**Consequences of Agreement Violation:** Any attempt to violate the provisions of this agreement may result in revocation of the employee's access to the Network/Internet. In addition, school disciplinary action and/or appropriate legal action may be taken. With just cause, the building principal and/or designee, may deny, revoke, or suspend Network/Internet access as required, pending an investigation. Prosecution and/or termination of user privileges will occur without warning. Any attempt to break the law through the use of a Texas City ISD Network/Internet account, may result in litigation against the offender by the proper authorities. If such an event occurs, Texas City ISD will fully comply with the proper authorities to provide any information necessary for the litigation process.

**Disclaimer of Liability:** The District shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restriction, user's mistakes or negligence, or costs incurred by the user. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

D. Proper Use of E-Mail: Electronic mail is a service provided to employees of the District to assist them in the performance of their duties. Communication that is job-related fulfills this purpose and constitutes proper use. District employees bear the responsibility and liability that arises from the use of District e-mail systems for personal reasons. General rules and standards for professional behavior and communications apply to all use of electronic communication.

**E-Mail Guidelines:** Network administrators may review files and communications to maintain system integrity and to ensure that staff members are using the system responsibly. Users are not to expect that files stored on District servers will be private. **E-mails are not archived by the District and are the users' responsibility to maintain for future use.**

**The following behaviors are not permitted on District networks:**

- \* Sending or forwarding mass e-mail messages (all campus or all District lists) without a legitimate District business;

- \* Electronic mail is not to be utilized by employees to share confidential information about students or other employees because messages are not entirely secure;
- \* **Sensitive information, such as full student names, should be left out of e-mail communications for legal reasons. First name and last initial only should be used in e-mails;**
- \* Sending or soliciting messages or pictures that are obscene, that harass, insult or attack others;
- \* Sending messages to promote a religious, political or other personal position not associated with duties as an employee of District;
- \* Use for the purpose of product advertisement, commercial, and/or income generating of "for profit" activities are prohibited;
- \* Conducting personal business;
- \* Use of District e-mail should not be extended to non-District employees without authorization by the Director of Technology and/or Campus Administrator;
- \* Engaging in practices that threaten the network (i.e. loading files that may introduce a virus);
- \* Sending copies of documents in violation of copyright laws;
- \* Using others' passwords without permission;
- \* Trespassing in others' folders, documents, or files;
- \* Intentionally wasting limited network resources;
- \* Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users, without their permission is prohibited; and
- \* Sending or forwarding unsolicited junk mail, chain letters, political lobbying, transmitting obscene messages or pictures is prohibited.

**Etiquette:** The use of e-mail works best when each user is considerate of others on the network. The following suggestions are provided to make users aware of what is called good "Netiquette."

The following standards apply:

- \* Always include a concise and descriptive of the message content on the "subject" line.
- \* Keep paragraphs and messages short and to the point.
- \* Keep the message simple - use attachments or shared drives for lengthy documents.
- \* Do not send campus/District-wide e-mails without principal/supervisor approval.
- \* Be professional and careful about what you say to others.
- \* Use humor with care. Without face-to-face communication, a joke may be viewed as a criticism if the sender is not well known to the recipient.
- \* Observe organizational relationships when corresponding.
- \* Send replies only to the specific person or persons who need to see them.
- \* Not every communication is appropriate for e-mail. Difficult or negative messages are best conveyed person-to-person.

- \* Proofread your message before pushing SEND, and think about how the message will be interpreted by the recipient.
- \* Keep messages remaining in your mailbox to a minimum.

**Legal Responsibilities:** Texas City ISD staff members must comply with all State, federal and international laws concerning copyright, intellectual property rights, privacy laws as well as District policies and guidelines.

**Disclaimer:**

The District shall not be held liable for the following:

- \* Author's inappropriate use of District's electronic communication resources;
- \* Negligence or violation of policies and/or AUP;
- \* Author's abridgement of copyright; or
- \* Unauthorized costs incurred by authors.

The Director of Technology Services will report inappropriate behaviors, complaints and/or violations to the employee's supervisor who will take appropriate disciplinary action. Violations may result in a loss of access and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Computers suspected of user misuse of the Internet or network resources will be removed from their locations and their contents researched to determine if inappropriate use has occurred.

**Section 5**  
**◀ CLASSROOM GUIDELINES ▶**

**Classroom General Instructions**

**Classroom Procedures and Routines**

**Substitute Hints and Suggestions**

**Discipline Statement**

## ◀CLASSROOM GENERAL INSTRUCTIONS▶

1. Substitute teachers are to follow the lesson plans and the instructions provided by the regular teacher.
2. The substitute teacher should not assign written work and leave it to be graded, except at the request of the regular teacher.
3. Substitute teachers are responsible for the students, equipment, and materials assigned to their care.
4. Substitute teachers are encouraged to review the campus handbook to become familiar with policies and regulations of the school.
5. **The substitute teacher must never administer corporal punishment to any child.**
6. **A substitute teacher should never physically handle a student.** If the situation reaches this level of intensity, the substitute should call for the assistance of an administrator.
7. When individual students cause behavior problems which are disruptive to the learning environment, the substitute teacher should refer those students to the responsible administrator with a discipline slip or note explaining the circumstances.
8. The substitute should never leave the classroom unattended.
9. Firm, fair treatment of all students, combined with explicit explanations and direction, will prevent many disciplinary problems.
10. The substitute teacher should leave the “Substitute Teacher Note to Classroom Teacher” form for the teacher. This brief summary explains student attendance and/or behavior or any other information that may be helpful to the teacher.
11. A substitute teacher should not permit a student to leave school grounds without checking with the administration.
12. When any doubt occurs regarding the proper procedures to follow in carrying out the duties and responsibilities of the substitute teacher, assistance should be requested from the grade level chairperson, the department coordinator, or any available administrator.

## ◀CLASSROOM PROCEDURES AND ROUTINES▶

**Emergency Procedures:** In addition to managing the classroom, there are a few additional procedures to consider as a substitute teacher. Since every building and classroom is different, it is important for you to know how to evacuate the class in the event of a drill or other emergency. Know where the nearest exit is and have a class list available to grab when you evacuate the building. If you hear the fire alarm or a message over the intercom, instruct the students to quickly and quietly leave the room in single file directing them to the exit door.

Handle most classroom accidents with common sense. Students who are injured can be taken to the clinic where a school nurse can administer first aid. Don't fall into the "band-aid" or "ice" trap, where students are continually asking to go to the office for ice or band-aids for fake injuries. Be sure you know how to handle a situation involving blood either in the classroom or on the playground. See "Blood-borne Pathogens."

**DO NOT TOUCH A STUDENT WHO IS BLEEDING, EVEN IF YOU USE GLOVES.**

For example: If a student has a bloody nose or cut knee, hand them the box of tissues or paper towel and instruct them to hold it on the wound. Take the student to the office or clinic for further care.

**Supervising Students:** Never leave your students alone or unsupervised in the classroom. If it is absolutely necessary for you to leave the classroom, notify the teacher next door or across the hall, or press the intercom button in your classroom and notify the front office of the necessity.

**Conclusion:** Your efforts to be early, organized, and to communicate clearly with a discipline plan in place will pay off! Your goal as a substitute teacher is to provide continuity to the students while the teacher is absent. By minimizing the time spent on procedural matters such as taking roll, you can maximize the time spent on learning.

### **Remember:**

- \* Require students to pay attention and to stay on task.
- \* Move about the room continually while students are completing seatwork and during group activities to ensure that all the students are participating and completing assignments.
- \* Provide students with specific feedback regarding their work. Feedback tells them how well they are doing and reinforces the importance of each lesson.
- \* Allow time to review any independent work completed, checking to see if anyone is having any difficulty. Collect all the work at the end of each lesson/period.
- \* At the end of each day, provide closure for the learning activities by reminding the students to complete necessary homework and hand in work that is due that day.

- \* Have students clean up their work space and get ready to go home. Leaving the room in neat condition is a must, so allow time at the end of the day for proper closure and cleanup.
- \* Compliment the students on their academic achievements for the day. Let them know how much you enjoyed teaching them.
- \* Clip all notes and messages together for the teacher to read and respond to upon his/her return.
- \* Complete the “Substitute Teacher Note to Classroom Teacher” form and leave for the teacher.

### **◀SUBSTITUTE HINTS AND SUGGESTIONS▶**

1. Know the teacher who is next door. Introduce yourself so you can call on someone to answer your questions about schedules or materials for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first child returns, then send another student.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name and not just refer to him as “the boy in the blue shirt.”
4. If a student doesn't respond when you call him by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble and written about to the regular teacher.
5. Do not let students start any name calling or being rude to other students. It is much easier to stop a disagreement by talking before it gets to pushing or fighting.
6. Be in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom. If the students see a teacher, they are less likely to have difficulties.
7. Have a couple of extra pens or pencils with you for those who have "forgotten" their materials.
8. Try to have the names of one or two trustworthy students who will be able to help out in the class.
9. Never let a class go early to lunch or to the next class.
10. Make your rules and expectations very clear at the beginning of the day.

11. Do not discuss the teacher's class with other people, especially out of school. You are a professional and should not discuss individual students or problems. If you need to talk to someone about a problem, talk to the principal.
12. Keep your opinions about students or the teacher's class to yourself.
13. Be neat and professional in your appearance.
14. Follow the lesson plans the teacher has left.
15. Organize the students' work for the day to assist the teacher when she/he returns. Do not grade students' work unless directed by the teacher.
16. Even though a few students can upset your plans, try to find out the names of the students who have been good or helpful; leave the teacher positive notes about the class and individual students as well as any concerns that occurred.
17. Most students will acquiesce to your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, "I know this may not be the way Mr. Smith does it, but this is the plan for today."
18. If you are not sure how the teacher wants an assignment completed, ask another teacher for assistance. If that is not possible, develop your own plan. If you do change the assignment, leave a note for the regular teacher explaining the task.
19. Be assertive (but not aggressive or punitive) so the students do not feel they can manipulate your decisions and authority. You can use statements such as:  
I need you to start reading now.  
I want everyone to pass their papers forward.  
I don't need..... or I don't want.....
20. Do not let the students manipulate you by protesting or saying "We never do that!" Just tell them, "I know it can be hard to have a substitute teacher; but, for today, we will read aloud instead of silently."
21. Walk around the room. Do not sit at the desk, especially during seatwork or when students are taking a test. Students stay on task when you are close by them.
22. **Do not try to catch a student by pulling his arm or his clothes.** He could fall, and you could accidentally twist his arm or rip his clothes.
23. Do not touch the blood of a bleeding child. Give the student a napkin, towel, or a cloth to cover the cut. Have the student put his hand on the cut until you can get to water or the nurse.

24. If a teacher has “classroom sets” of books, packets, and/or worksheets that are used by the students, make sure to have all materials returned to their appropriate location before the entire class can leave. This will help you keep track of a missing book, etc.
25. Choose your words carefully when communicating with students.

### ◀DISCIPLINE STATEMENT▶

Discipline is usually the most difficult aspect of substituting. If the substitute prepares, the potential for discipline problems should be reduced. If students are engaged in meaningful, interesting activities, it will be less likely that misbehavior will occur. The substitute should vary activities and prepare something for those students who finish early.

If problems arise, don't feel like a failure. When a substitute is unable to adequately address a discipline problem, the assistant principal or principal should be contacted immediately.

**A substitute must not administer corporal punishment for any reason.**

**Section 6**  
**◀ CLASSROOM MANAGEMENT ▶**

**Classroom Management**

**How to Succeed with a Non-Compliant Student**

**Classroom Scenarios – Challenging Situations**

## ◀CLASSROOM MANAGEMENT▶

### Starting the Day and Setting the Tone

Here we address, in detail, some key principles of successful classroom management, as well as provide specific tips to help in making the tough decisions substitutes are faced with daily. There is not one "true" recipe that guarantees a good day, but these guiding principles are beneficial. With experience you will devise your own strategies for gaining student cooperation.

### Getting Started

- \* Arrive at your assigned school at least 15 minutes before class begins.
- \* Check in at the office, ask if there are any special instructions, "special needs" students, or special events for the day.
- \* Meet the grade leader and/or the teacher next door. A "buddy" will prove to be invaluable as the day progresses. Possible questions for your fellow teachers may include:
  1. Do I need to supervise outside at recess or do you share supervision?
  2. How does the lunch procedure work?
  3. Does the teacher I am substituting for have any ongoing programs in their room that I should be aware of? (reading contest, super spellers, etc.)
- \* Review the teacher's lesson plans for the day.
- \* Find the materials needed for the day including schedules, class rosters, books, worksheets, etc. (Should you have any questions regarding the teacher's plans or necessary materials, be sure to ask the grade leader or the teacher next door.)
- \* **Print your name on the board** so students have a visual reference.
- \* Check to see if classroom rules/expectations are posted. Familiarize yourself with the rules, and reinforce them consistently. (If rules are not posted, have 3-4 rules you expect students to follow ready. Print the rules on the board for students to see.)
- \* **When the bell rings, it is helpful and reassuring to students to be standing at the door greeting them as they enter the classroom.**
- \* Spend the first 5-10 minutes of class reviewing the class rules.
- \* If you arrive late, which can happen if you are called at the last minute, do the best you can to glance at the teacher's plans and get the lay-of-the-land before the students arrive. Don't be fumbling through papers while the students are entering the class. **Look ready for the day to start, because it has!**

## **Welcome the Students**

- \* Introduce yourself as the teacher.
- \* Present procedures for the day.
- \* Establish incentives for the day.
- \* Take roll.
- \* Check or make a seating chart.
- \* Observe the students as they enter the classroom. Most teachers will have a previously established morning routine with their students, and you may see this routine begin as the students start their day. The students will probably find their seats and wait for you to give them directions. Occasionally, you may encounter a classroom filled with excitement, energy, and possibly even chaos. Whatever the situation, it is time for you to get their attention and introduce yourself.
- \* Do not begin speaking until you have everyone's attention. Introduce yourself as their teacher for the day and explain, if you so choose, the reason for the teacher's absence.
- \* Establish your credibility as a teacher with the class. Give them a brief resumé of your experience: "I am a teacher, and I have taught every grade from kindergarten to grade six and even in junior high and high school."
- \* Say something positive about the class: "When I arrived today, your principal told me that you are a wonderful class and that I should expect to have a good day."
- \* Describe your plan and schedule of activities for the day to the class. It does not matter what the plan is; but once you state it, stick with it. Firmness, fairness, and consistency are the keys!
- \* Let the students know that you are excited about having the opportunity to teach them today and want to learn each person's name. Ask each student to prepare a nametag for themselves.
- \* Procedures for taking roll and obtaining a lunch count may differ from school to school and classroom to classroom. Follow their procedures if instructions have been provided. Otherwise, it is best to give the students a quiet seat work assignment.
- \* It is critical that you always know where the students are and what they are doing. Teachers have classroom passes that students use to leave the room for the office or restroom.

- \* Students may say, "We don't do it that way." Politely tell them, "Thank you, but for today we will do it this way."
- \* It is important to continually reinforce the behavior standards for the day. Many teachers will have classroom rules posted. If you are unable to find any, be sure to have your own rules prepared and ready to put into action. A key factor in having students behave in accordance with the rules is to have them prominently displayed. You may want to list the rules on a large poster or on the chalkboard.
- \* Classroom rules should be specific and operational so the students can easily understand what they mean. Phrases such as "be cooperative," "respect others," "be polite and helpful" are too general and take too much time to explain. "Follow directions the first time they are given" is direct and clear.
- \* Positive reinforcement is another key aspect of achieving appropriate student behavior. You can continually reinforce the students in a positive way each time they follow directions by saying, "Thank you for following my directions the first time they were given," or "Thank you for raising your hand." It is equally important that you do not reinforce negative behavior.
- \* Respectfully correct students who talk without raising their hands. If you let students speak out of turn or answer a question without raising their hands, you are not going to get the type of behavior you want.
- \* Reinforce the behavior you want and do not condone behaviors that are inappropriate. When you see appropriate behavior, be sure to respond with specific praise by using the student's name. You can also give out points, tickets, or use any other reward system you or the teacher has established.
- \* Effective teachers have clean, concise procedures for daily routines. They also have clear, specific rules with consequences that students can understand. Effective teachers continually give genuine, positive reinforcement to students for following the rules. Paying close attention to the steps previously described will provide both you and the students with a rewarding experience. Remember, prevention is 80 percent of your success for the day. Be confident, firm, assertive, and positive, eliciting the behaviors you want from the students. Now that you have established the day's plan for the class, you are better prepared to deal with those few difficult situations that may emerge.

## ◀HOW TO SUCCEED WITH A NON-COMPLIANT STUDENT▶

TCISD Professional Ethical Conduct, Practices, and Performance:

Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

Standard 3.5. The educator shall not engage in physical mistreatment of a student.

### **Self-Control:**

- \* You will never be able to control another individual until you are first in control of yourself.
- \* You will never be able to control another individual, much less a roomful of them, until you are first in control of yourself.
- \* Before we can ever hope to mean business, we must be in control of the situation rather than the situation being in control of us.

### **Stay Calm:**

- \* When you are calm, you can bring all of your wisdom, experience, and classroom management skills to bear in solving a problem.

### **Lower Your Voice:**

- \* Demonstrates that you are in control.
- \* Tends to calm everyone, including yourself.
- \* Choose your words carefully.
- \* Words can come back to haunt you.

### **Do:**

- \* Do use the student's name.
- \* Do remove the audience (if possible).
- \* Do maintain a safe and non-threatening distance from the student.
- \* Do attempt to distract the student.
- \* Do minimize the discussion (This is not a teachable moment.)

### **Don't:**

- \* Don't place your hands on the child.
- \* Don't raise your voice.
- \* Don't threaten consequences (Talk later when you are calm.)
- \* Don't point your finger.
- \* Don't crowd the student.

### **Careful Communication (effective use of the body, mind, and mouth):**

- \* Body: Watch your non-verbals
  - Personal space (less chance of accidental contact)
  - Posture
  - Eye contact
  - Facial expression
  - Gestures

- \* Mind: Concentrate
  - Listen for the student's point of view.
  - Limit your conversation and avoid over reacting.
- \* Mouth: Respond appropriately
  - Calm voice
  - Slow cadence
- \* Deflecting the blame: Don't take responsibility
  - "The schedule says....."
  - "According to the clock...."
  - "It's the rules. As a teacher I just follow them. That's my job"

**Remember the Objectives:**

- \* Ensure teacher/student safety
- \* Enhance professionalism
- \* Decrease parent concerns
- \* Decrease liability
- \* Reduce stress level
- \* Our objective is to make problems smaller, not larger.
- \* If we remain calm, we contain the problem while preserving ourselves.
- \* If we get upset, we become our own worst enemy.

**◀CLASSROOM SCENARIOS – CHALLENGING SITUATIONS▶**

Here are a few situations you might encounter with some suggestions on how to respond to them in a calm, positive manner in order to gain student compliance. You may wish to discuss these or other scenarios with a group of fellow teachers or even write down your own ideas in the margins. Planning ahead and having a course of action ready to implement is the best way to prepare your self for these types of situations.

**Situation 1: The Interrupter**

**When asking a question of the class, a student responds without raising his hand for permission to speak or speaks out of turn when a student response is not called for.**

**Step 1:** Do not respond to the disruptive student. Look positively at those raising their hands, calling on one of them saying, "Thank you for raising your hand," as the student proceeds to answer the question.

**Step 2:** If the student continues to speak without raising his hand when you ask the next question, continue to reinforce the students who are behaving appropriately and move closer to the student who is not cooperating. Do not acknowledge the student who is speaking out of turn. If you give in and let that student answer, you are actually reinforcing the inappropriate behavior.

*Generally after Step 1 and Step 2, the non-compliant student will cooperate and raise his hand. It is important that you call on him as soon as he raises his hand, reinforcing him verbally for the appropriate behavior.*

### **Situation 2: Refusal To Do Work**

**After giving an assignment, a student refuses to do his work. When you encourage him to complete the assignment, he makes a statement such as, "You can't make me."**

Strategy: Agree and disarm. Disarm the student by agreeing that he is correct and then restate your expectations and consequences if they are not met. Example: "You're right. I can't make you complete this assignment, but I can expect you to have it completed before recess. If it is not finished by then, you will stay in and work on it. I also expect you to remain quiet and not disrupt the other students who are choosing to complete the assignment at this time."

*NOTE: Many times refusal to do work is an indication that the student doesn't know how to complete the assignment. If you suspect this may be the case, you may need to re-teach the concept before expecting them to complete the work.*

### **Situation 3: Not Following Instructions**

**You have instructed the class to get their math books and open to page 24. Two students are talking and laughing, not following your directions.**

Strategy: Reinforce the behaviors that you expect. Repeat the instructions focusing on the students who are following your directions. "Thank you for following the directions, Andy." Or "I appreciate John, Mary, and Joe for following my directions so quickly." You can also give stickers, points or tickets to students who are following directions.

Strategy: Proximity. It is a good idea to use proximity. In other words, "move toward the problem" while you are talking. Move closely to the non-compliant student(s) while repeating the instructions for the whole class. Your change in proximity to the non-compliant student(s) will generally elicit compliance.

### **Situation 4: The Class That Won't Be Quiet**

**After being given a "no talking" assignment, class members are talking to one another and won't be quiet.**

Strategy: Reevaluate the situation. Step back and take a look at why the students are talking. Perhaps they do not understand the assignment and are trying to figure it out together. Maybe something has happened at lunch that needs to be dealt with. If you find that this is the case, you may need to deal with the disruptive event, re-teach the objective, or perhaps even restructure the assignment to be completed as a class or in groups.

Strategy: Restate the expected behavior, motivators, and consequences. You may not have been clear in communicating your behavior expectations for the activity. It may be necessary to gain the attention of the entire class and restate these expectations.

*Example: "Many of you are not behaving appropriately during this assignment. Let me explain exactly what I expect. I expect feet on the floor, students facing forward, and absolutely no talking. If you have a question, please raise your hand and I will come to your desk. Students who follow these instructions will receive a ticket (or other motivator). Students who choose not to follow these instructions will be assigned the consequences outlined in the classroom rules (review the consequences)."*

### **Situation 5: Transitions**

**You find that it is taking more than one or two minutes to make the transition from one activity to the next.**

Strategy: Make it a step-by-step process. Students often waste a lot of time going from one activity to another. This is often because instructions that seem simple such as, "Get ready for math," are in reality quite ambiguous. Students need to know five specific things to make a quick transition from one activity to the next.

1. What to do about the activity they are currently engaged in.
2. What to do with the materials they are using.
3. What new materials they will need.
4. What to do with these new materials.
5. How much time they will have to make the transition.

*Example: "Please stop reading and put your reading book away. Get out your math book and paper. Open the book to page 112. You have one minute to do this. Please begin."*

### **Situation 6: Assemblies**

**The principal informs you when you arrive at the school that there will be an assembly that day.**

Strategy: Have a plan. This seemingly pleasant break in the school day can turn into a nightmare for a substitute teacher who does not have a plan for managing the students during this activity. The following are some suggestions to help you survive the event:

1. Find out the time, location, and whether students need to bring anything from the classroom.
2. Talk to permanent teachers. Many schools have specific procedures for going to and returning from an assembly, as well as assigned seating for each class.
3. If such procedures exist, familiarize yourself with them and do your best to follow them.
4. If there are no established procedures, devise your own (i.e., walk in a single file line down the hall to the assembly, sit together as a class, return in a single file line, etc.).
5. Determine the specific behaviors you expect during the assembly with consequences and rewards dependent on how these expectations are met. Beware of punishing the whole class for the misdeeds of a few. This can create a hostile environment with the students acting out against each other as well as you.
6. Teach or review with the students the procedures, expected behavior, and consequences or rewards associated with the activity.

### **Situation 7: Refocusing The Class**

**The class is not paying attention or resuming their studies after an assembly, fire drill, or other disruptive event.**

Strategy: Incorporate and redirect. A common experience is a great foundation for a learning activity. Regardless of how unwelcome the disruption may have been, it is an experience the entire class is familiar with. Use the experience as the basis for the next lesson.

Strategy: Captivate and redirect. Sometimes the best way to deal with a disruption is to minimize the event by capturing and redirecting their attention. For example, after an exciting assembly, complete a fun activity that requires them to do something. Involving students in a fun learning activity will help them settle back down to the routine of the day.

### **Situation 8: Getting Their Attention**

**If the class is in the middle of or just finishing an activity, you need to get their attention to either give further instructions or close the activity.**

Strategy: Lights out. If you want the attention of the entire class in a hurry, simply walk to the light switch and flip the lights off and then on again. Be prepared to begin speaking at the moment of silence when you have everyone's undivided attention. If you wait too long to start talking, the class will begin discussing the lights going out, and the event itself will become a real distraction.

Strategy: Whisper. Your first instinct in this situation may be to raise your voice above the noise level of the room and demand attention. This however can incur some unwelcome side effects. Hearing you speak loudly, the students will assume that it is acceptable for them to raise their voices as well. A better strategy is to do the opposite of your instincts. Move to the front of the room and begin talking and giving instructions very quietly. As students hear you, they will become quiet and focus their attention on understanding what you are saying. The quieter the room becomes, the quieter your voice should become. Soon, students who are still talking and interacting will instinctively begin to feel awkward about making noise in such a quiet atmosphere and will become silent also. When you have the attention of the entire class, you can then give the instructions they need to hear with regard to what they are working on.

*Example (to be spoken in a very quiet voice): "If you can hear what I am saying, please put your pencil down and turn around to face the front of the room. Place your hands on your desk and look to see if the person sitting next to you is listening and doing the same. Now use your finger to trace your name on top of your desk." Continue with these simple silent activities until you have the attention of the entire class.*

### **Situation 9: Wrong Names/Wrong Seats**

**You are using a seating chart to call on students by name. You notice that several students are not responding to their name, and you suspect they have switched seats.**

Strategy: State the facts. Make a statement to the effect that it is better for everyone involved if you know the students' correct names. This information would be vital in the case of an emergency and will also help to ensure that the wrong student doesn't get in trouble when you write your report to the permanent teacher at the end of the day.

### **Situation 10: The "You vs. Them" Class**

**You get the feeling that the whole class, or at least several of the students, have banded together to make the day as difficult as possible for you, the substitute teacher.**

Strategy: Work together. Most "You against Them" scenarios turn out to be a lose-lose situation for everyone involved. Take the initiative early in the day to do a teacher and student interactive activity. Interact with the students and let them see that you have a sense of humor.

### **Situation 11: Inappropriate Language/Derogatory Remarks**

**A student uses profanity or makes a derogatory remark about you, another student, or the permanent teacher.**

Strategy: Keep your cool. Concentrate on dealing professionally with the behavior and not letting your feelings towards the student cause you to behave inappropriately. If the behavior continues, consult the “Student Code of Conduct.”

Strategy: Remove and reprimand. In some situations, it is best to remove the student from the classroom before dealing with the behavior. Calmly ask the class to resume their work and go into the hall yourself. Stay calm and in control of the situation. State the rule that was broken or explain that his/her behavior was unacceptable in your classroom. State the consequences and go on to explain the consequence if the rule is broken a second time. Express your confidence in the student's ability to behave appropriately, then both of you return to the classroom.

### **Situation 12: A Fight**

**Do not physically intervene. You are supervising students at recess when you see two students yelling at each other, poised for a fist fight. Teachers understand the difficulty of substitute teaching and will be ready to assist you in extreme circumstances. Respond quickly and decisively, not hesitating to get help from another teacher on the playground with you, if needed.**

Strategy: Act quickly and decisively. Verbal jousting can be extinguished by a firm command from you as you move toward the problem saying, "I need both of you to take quiet seats," or "Stop this right now and take a quiet seat against the wall." Your voice and the authority it represents will convey your message.

Strategy: Be firm but not demeaning. If students are engaged physically, you must quickly and with authority tell them to step back away from each other. Placing yourself between the students stops the engagement but may be dangerous for you. Do not get angry, excited, or show much emotion; this will compound the situation. By giving firm and positive directions consistently, the students will respond and comply as requested.

### **Situation 13: Threats**

**A student threatens you or another student. Threats are a very challenging scenario, and the best strategy and response will vary with each situation. The most important thing you, as the teacher, must do is to stay calm and emotionally detached so you can realistically evaluate and professionally deal with the situation. Refer to the “Student Code of Conduct.”**

Strategy: Get help! If you feel that you or any of the students are in danger of physical harm, stay calm and press the intercom button. After help has arrived and the situation is under control, document the occurrence. Record what happened prior to the threat, what you said and did, what the student said and did, as well as the involvement or actions of anyone else in the situation.

**Section 7**  
**◀ EMERGENCY PROCEDURES ▶**

**Crisis Management Plan**

## ◀ CRISIS MANAGEMENT PLAN ▶

TCISD continually updates its comprehensive emergency preparedness plan containing safety policies, disaster drills and emergency procedures. The plan is designed to minimize danger to students and staff. Texas City ISD schools have a myriad of plans and procedures to deal with emergencies. The following scenarios describe what happens during each event:

### **What happens when there is a chemical emergency?**

The decision to Shelter-In-Place or evacuate will depend on whether the chemical is toxic, producing toxic fumes, or flammable, as well as the direction and strength of the wind. Following the decision of the emergency coordinator to Shelter-In-Place or to evacuate, bus transportation will be mobilized as needed. Depending on the hour, some buses will be in route without delay with the remaining units following within 15 minutes.

### **What happens when students have to be evacuated?**

The destination of evacuees will be dependent on the primary wind direction. Wind direction permitting, the primary site is College of the Mainland; the secondary site is Bay Colony Elementary School at 101 Bay Colony Drive in Dickinson. Parents will receive pickup information on KTRH Radios Station 740 AM, on Comcast Cable Channel 18, the TCISD web site and Houston television networks.

### **What happens when weather worsens during the day?**

If schools do open, and weather conditions worsen during the course of the day, schools will not be closed early since the vast majority of Texas City's students come from households where both parents work. If school were to be dismissed early, those children would go home to empty houses during a dangerous weather situation. They are much safer at school where they will be supervised until dismissal.

### **Where do I get information?**

Monitor the following media sources for emergency news about Texas City ISD schools:

Radio: KTRH (740 AM)

Television: All Houston major networks and TCISD Stingaree Channel 18 (Comcast Cable)

Website: [www.tcisd.org](http://www.tcisd.org)

**Shelter-in-Place:** Shelter-in-Place is used when a situation requires the securing of the campus/building in order to protect students and staff from threats usually associated with, but not limited to, chemical or environmental disasters. Shelter-in-Place is designed to maintain a safe environment within the building by preventing outside air from entering the facility. Therefore, parents and visitors will not be permitted to enter the locked building, and students and employees will not be permitted to exit the buildings until clearance has been given by the Superintendent or emergency personnel.

**Media Inquiries:** *Should media arrive at your campus, do not release any information. Please refer them to Melissa Tortorici, Director of Communications.*

**Section 8**  
**◀ DISTRICT INFORMATION ▶**

**Campus Information**



**TEXAS CITY INDEPENDENT SCHOOL DISTRICT**

**◀2016 - 2017 GENERAL CAMPUS INFORMATION▶**

<b>Campus</b>	<b>Principal</b>	<b>Secretary</b>	<b>School Hours</b>	<b>Telephone</b>
Heights Elementary 300 N. Logan Texas City	Nathan Jackson	Celia Patterson	7:55 a.m. – 3:15 p.m.	(409) 916-0501
Kohfeldt Elementary 1705 – 13 <sup>th</sup> Ave. N Texas City	Matthew Salley	Ginger Cooper	7:55 a.m. – 3:15 p.m.	(409) 916-0412
Northside Elementary 2300 – 21 <sup>st</sup> Street N Texas City	Laura Haug	Liz Boles	7:55 a.m. – 3:15 p.m.	(409) 916-0301
Roosevelt -Wilson Elementary 301 – 16 <sup>th</sup> Ave. N Texas City	Wendy Patterson	Carol Goswick	7:55 a.m. – 3:15 p.m.	(409) 916-0201
Levi Fry Intermediate 300 – 25 <sup>th</sup> Ave. N Texas City	Tony Furman	TBD	8:30 a.m. – 3:45 p.m.	(409) 916-0637
Blocker Middle School 500 – 14 <sup>th</sup> Ave. N Texas City	Julie Southworth	Alicia Chvatal	7:25 a.m. – 2:40 p.m.	(409) 916-0709
Texas City High School 1431 – 9 <sup>th</sup> Ave. N Texas City	Holly LaRoe	Liz Trader	7:35 a.m. – 2:50 p.m.	(409) 916-0802
Woodrow-Wilson DAEP 300 – 14 <sup>th</sup> Ave. N Texas City	Joy Toney	Julia Biery	8:00 a.m. – 4:00 p.m.	(409) 916-0280
Calvin Vincent Early Childhood 1805 – 13 <sup>th</sup> Ave. N Texas City	Susan Wilson	Melissa Hernandez	8:15 a.m. – 2:15 p.m.	(409) 916-0512

<b>Campus</b>	<b>Principal</b>	<b>Secretary</b>	<b>School Hours</b>	<b>Telephone</b>
La Marque Primary 100 Lake Road La Marque	Patti Martin	April Valdez	7:55 a.m. – 3:15 p.m.	(409) 935-3020
La Marque Elementary 1217 Vauthier La Marque	Sharon Williams	Lori Belew	7:55 a.m. – 3:15 p.m.	(409) 908-5056
La Marque Middle School 1431 Bayou Road La Marque	Florence Adkins	Patricia Adkins	7:20 a.m. – 2:40 p.m.	(409) 938-4286
La Marque High School 397 Duroux La Marque	Ricky Nicholson	Melissa Bristow	7:30 a.m. – 2:50 p.m.	(409) 938-4261
Human Resources 1700 – 9 <sup>th</sup> Ave. N Texas City	Marcus Higgs Executive Director	Joy Morales Vera Robinson	8:00 a.m. – 4:00 p.m.	(409) 916-0129 (409) 916-0100

**Section 9**  
**◀ SAFETY ▶**

**Statement of Safety Policy**

**O.S.H.A. Blood-Borne Pathogen Standard**

**Incident/Accident Reporting Procedures**

## ◀STATEMENT OF SAFETY POLICY▶

The School Board of Texas City I.S.D. is committed to providing a safe and healthy environment for employees, students and others that may enter our facilities. We hold safety and health as one of our highest priorities. Safety is a shared responsibility of all staff in the Texas City Independent School District.

It is our policy to:

- \* Prevent injuries, property damage and unnecessary interruptions in operations.
- \* Minimize the number of injuries.
- \* Reduce the number of lost workdays due to injuries with the “Return to Work” program.
- \* Manage and conduct operations and business in a manner offering maximum health and safety protection. In so doing, we will meet or exceed requirements of federal, state and local regulations.
- \* To the best of our ability, provide a safe and healthy environment free from any and all hazards.
- \* Gain support and participation from all levels of management and employees. Comments, information and assistance from employees will be encouraged to continually improve the Accident Prevention Plan.
- \* All employees will be given the knowledge and skills necessary to safely perform their job.
- \* Provide necessary resources to support a successful Accident Prevention Plan.
- \* Demonstrate leadership commitment to the Accident Prevention Plan.
- \* Continually strive to improve our safety and health procedures.

The District demonstrates a desire to protect and preserve our resources, thereby maximizing the benefit of tax dollars and efficiency in educating our students.

**SAFETY IS A TOP PRIORITY!**

## ◀O.S.H.A. BLOOD-BORNE PATHOGEN STANDARD▶

**What are blood-borne pathogens?** Blood-borne pathogens are infectious materials in blood that can cause disease in humans, including hepatitis B and C and Human Immune-deficiency Virus (HIV). Workers exposed to these pathogens risk serious illness or death.

**What protections does OSHA's Blood-borne Pathogen standard provide?** The full text of OSHA's Blood-borne Pathogens standard, published in Title 29 of the Code of Federal Regulations 1910.1030, details what employers must do to protect workers whose jobs put them at a reasonable risk of coming into contact with blood and other potentially infectious materials. The standard requires employers to do the following:

- \* Establish an exposure control plan. This is a written plan to eliminate or minimize employee exposures. Employers must update the plan annually to reflect technological changes that will help eliminate or reduce exposure to blood-borne pathogens. In the plan, employers must document annually that they have considered and implemented safer medical devices, if feasible, and that they have solicited input from frontline workers in identifying, evaluating, and selecting engineering controls.
- \* Use engineering controls. These are devices that isolate or remove the blood-borne pathogen hazard from the workplace. They include sharps disposal containers, self-sheathing needles, and safer medical devices such as sharps with engineered sharps-injury protection and needle-less systems.
- \* Enforce work practice controls. These are practices that reduce the likelihood of exposure by changing the way a task is performed. They include appropriate procedures for hand washing, sharps disposing, lab specimen packaging, laundry handling, and contaminated material cleaning.
- \* Provide personal protective equipment such as gloves, gowns, and masks. Employers must clean, repair, and replace this equipment as needed.
- \* Make available Hepatitis B vaccinations to all employees with occupational exposure to blood-borne pathogens within ten days of assignment.
- \* Provide post-exposure follow-up to any worker who experiences an exposure incident, at no cost to the worker. This includes conducting laboratory tests; providing confidential medical evaluation, identifying, and testing the source individual, if feasible; testing the exposed employee's blood, if the worker consents; performing post-exposure prophylaxis; offering counseling; and evaluating reported illnesses. All diagnoses must remain confidential.

- \* Use labels and signs to communicate hazards. The standard requires warning labels affixed to containers of regulated waste, refrigerators and freezers, and other containers used to store or transplant blood or other potentially infectious materials. Facilities may use red bags or containers instead of labels. Employers also must post signs to identify restricted areas.
- \* Provide information and training to employees. Employers must ensure that their workers receive regular training that covers the dangers of blood-borne pathogens, preventive practices, and post-exposure procedures. Employers must offer this training on initial assignment, then at least annually. In addition, laboratory and production facility workers must receive specialized initial training.
- \* Maintain employee medical and training records. The employer also must maintain a Sharps Injury Log unless classified as an exempt industry under OSHA's standard on Recording and Reporting Occupational Injuries and Illnesses.

### **How can I get more information?**

OSHA's website provides more in-depth information about blood-borne pathogens on the Blood-borne Pathogens webpage at [www.osha.gov/SLTC/bloodbornepathogens](http://www.osha.gov/SLTC/bloodbornepathogens) and U.S. Department of Labor Occupational Safety and Health Administration 2002. This is one of a series of informational fact sheets highlighting OSHA programs, policies, or standards. It does not impose any new compliance requirements or carry the force of legal opinion. For compliance requirements of OSHA standards or regulations, refer to Title 29 of the Code of Federal Regulations. This information will be made available to sensory-impaired individuals upon request. Voice phone: (202) 693-1999. See also OSHA's website at [www.osha.gov](http://www.osha.gov), on the Needlesticks webpages at [www.osha.gov/needlesticks](http://www.osha.gov/needlesticks) and [www.osha.gov/SLTC/needlestick](http://www.osha.gov/SLTC/needlestick). In addition, OSHA has various publications, standards, technical assistance, and compliance tools to help you, and offers extensive assistance through its many safety and health programs: workplace consultation, voluntary protection programs, grants, strategic partnerships, state plans, training, and education. Documents such as OSHA's Safety and Health Management Guidelines provide information about elements that are critical to the development of a successful safety and health management system. This and other information are available on OSHA's website. For one free copy of OSHA publications, send a self-addressed mailing label to this address: OSHA Publications Office, PO Box 37535, Washington, DC 20013-7535; or send a request to our fax at (202) 693-2498, or call (202) 693-1888. Order OSHA publications online at [www.osha.gov](http://www.osha.gov). Go to **Publications** and follow the instructions for ordering. To file a complaint by phone, report an emergency, or get OSHA advice, assistance, or products, contact your nearest OSHA office under the "U.S. Department of Labor" listing in your phone book, or call us toll-free at **(800) 321-OSHA (6742)**. The teletypewriter (TTY) number is (877) 889-5627. To file a complaint online or obtain more information on OSHA federal and state programs, visit OSHA's website.

## ◀INCIDENT/ACCIDENT REPORTING PROCEDURES▶

**In the past** there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

### **Employee:**

- \* Complete top section and Employee's Description of "INCIDENT INVESTIGATION REPORT."
- \* Submit to Campus Safety Officer.

### **Campus Safety Officer:**

- \* Complete the form.
- \* Forward to Risk Manager, Campus Principal or Department Director.
- \* Inform Risk Manager of completion date on corrections.

### **Campus Principal or Department Director:**

- \* Ensure corrective action is taken to correct the hazard.
- \* Inform employee of action taken.

### **Risk Manager:**

- \* Track activity on corrective measures.
- \* Assist Campus Principals or Department Directors as needed.

## ◀INCIDENTS INVOLVING INJURY▶

### **Employee:**

- \* Notify Campus Principal/Director and Campus Safety Officer immediately.
- \* Seek medical care of campus nurse immediately, or as directed by supervisor.

### **Campus Nurse:**

- \* Notify the Risk Manager if outside medical care is needed **immediately**.
- \* If outside medical care is not needed, the nurse will instruct the employee to see Risk Manager if condition changes.

### **Campus Safety Officer:**

- \* Complete the investigation form listing corrective action.
- \* Forward copies of the investigation report to the Risk Manager, and the Campus Principal or Department Director.
- \* Inform Risk Manager of completion date on corrections.

### **Campus Principal or Department Director:**

- \* Complete the "Employee Accident Report" and forward by fax and school mail to Risk Management **immediately**. Do not delay notification to Risk Management if some information is not available (such as supervisor signature).
- \* Ensure corrective action is taken to correct the hazard.

**Risk Manager:**

- \* Complete documents required by Texas Workers Compensation Act.
- \* Arrange for team accident investigation within 24 hours.
- \* Team should include Risk Manager, Campus Safety Officer and area supervisor.
- \* Maintain records of all investigations.
- \* Track activity on corrective action.
- \* Conduct quarterly analysis to detect trends.
- \* Communicate results of the analysis to the Assistant Superintendent., Campus Principals and Department Directors.

**Section 10**  
**◀ DISTRICT POLICIES ▶**  
**AND**  
**TEXAS PENAL CODE TITLE 5:**  
**OFFENSES AGAINST THE PERSON**

The following may be accessed on-line at [www.tcisd.org](http://www.tcisd.org) :

**DH (Local) and DH (Exhibit), Employee Standards of Conduct**

**DIA (Local) and DIA (Legal),  
Employee Welfare: Freedom from Harassment**

**DPB (Local), Personnel Positions:  
Substitute, Temporary and Part-Time Positions**

**FFF (Local), Student Welfare: Student Safety**

**FFG (Legal),  
Student Welfare: Child Abuse and Neglect**

**FFG (Exhibit),  
Notice of Employee Responsibilities for  
Reporting Child Abuse and Neglect**

**FFH (Local) and FFH (Legal),  
Student Welfare: Freedom from Harassment**

**GRA (Legal) and GRA (Local),  
Relations with Governmental Entities: Local Governmental Authorities**

**Texas Penal Code Title 5: Offenses Against the Person**

**Section 11**  
**◀ DISCLAIMER STATEMENT ▶**

## ◀DISCLAIMER STATEMENT▶

The “Substitute Resource Handbook” is a general guide. The provisions of this handbook do not constitute an employment agreement or a guarantee of continued employment.

The Texas City Independent School District reserves the right to change or add any provision herein, when deemed in the best interest of the District and its students.