

SUBSTITUTE HANDBOOK



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

GARLAND INDEPENDENT SCHOOL DISTRICT

GARLAND INDEPENDENT SCHOOL DISTRICT EQUAL OPPORTUNITY POLICY STATEMENTS

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

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

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

DRUG-FREE WORKPLACE NOTICE DI (EXHIBIT)

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

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

Referral to drug and alcohol counseling or rehabilitation programs;

Referral to employee assistance programs.

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

As a condition of employment, an employee shall:

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

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

Tobacco Use

Policies DH, FNCD, GKA

State law prohibits smoking or using tobacco products on all district-owned property and at school-related or school-sanctioned activities, on or off campus. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings. Garland ISD includes any mechanical, electronic, or imitation devices designed to simulate cigarettes or cigars regardless of substance content as a prohibited item. <http://pol.tasb.org/Policy/Code/364?filter=DH> and <http://pol.tasb.org/Policy/Code/364?filter=DI>



Reasonable Assurance Agreement

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

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

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

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

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

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Absence Management Support: [Aesoponline.com](https://aesoponline.com)>Frontline Support>Learning Center

ABSENCE MANAGEMENT SYSTEM – SUBSTITUTE GUIDE

(Can also be found online @ <https://www.frontlineeducation.com/signin>)

This GISD Substitute Handbook supersedes all prior editions before July 2026.

GENERAL INFORMATION

Qualifications of a Substitute

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

Pre-Employment Requirements

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

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

Calling Information

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

The computer call out times are:

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

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

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

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

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

Canceling Assignments

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

Commitment

By your request to be placed on the Absence System, you accept a commitment to substitute when you are called or can assign yourself at least two three days a week on an average. Substitutes who repeatedly turn down assignments, who are repeatedly unavailable for calls, or who frequently cancel assigned positions will be reviewed and may be suspended from the substitute calling system or dismissed. At hired, you committed to substitute two to three days a week on an average.

Reviewing Assignments / Retrieving Confirmation numbers

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

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

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

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

Substitute Sign-In Sheets

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

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

Professional Dress Expectations

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

Retired Teachers and Paraprofessionals

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

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

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

Teacher Retirement Eligibility for Non-retirees

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

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

Creditable Service – Non-retirees

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

School hours

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

General school hours

Be sure to check your [school's website](#) for information about tardy bells and to confirm other schedule information.

Prekindergarten schools

- 8:05 a.m. - 11:10 a.m. for Morning Prekindergarten
- 12:25 p.m. - 3:30 p.m. for Afternoon Prekindergarten
- 8:10 a.m. - 3:30 p.m. for Full-day Prekindergarten

Elementary schools

- 8:10 a.m. - 3:30 p.m.

Middle schools

- 8:50 a.m. - 4:10 p.m.

High schools

- 7:30 a.m. - 2:50 p.m.
- 7:20 a.m. - 2:40 p.m. for Gilbreath-Reed Career & Technical Center

Early dismissal times

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

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

GISD SPECIAL EDUCATION: INSTRUCTIONAL PROGRAMS

III. Instructional Programs Support Personnel Services 2 Special Education Handbook

Speech Therapy

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

Adapted Physical Education (APE)

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

Preschool Program for Children with Disabilities (PPCD)

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

Behavior Programs (BA, BASE, ABC)

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

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

Substitute Aide Assignment Titles:

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

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

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

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

Applied Learning Environment (ALE)

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

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

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

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

Project SEARCH (12th grade plus)

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

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

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

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

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

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

Fire and Emergency Drills

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

Make sure you are up to date and reviewed the Standard Response Protocol listed in your substitute requirements information: <https://txssc.txstate.edu/videos/srp/> and the Lockdown protocol, (tab at the top of the page): [GISD Substitute Home Page](#)

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

Bad Weather Days

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

Pay Information

Absences requiring a substitute for more than **four hours** are considered a **full day** and the full daily rate listed will be paid. Absences requiring a substitute for 4 hours or **less** are considered **half-day** assignments and one-half of the listed daily rate will be paid. The Board of Trustees approves the rates of pay as a part of the annual budget process.

All substitutes are paid direct deposit. Substitutes will be paid bi-weekly.

Pay Schedule details may be viewed on the GISD website under substitute information< Substitute Pay Schedule: [Substitute Pay Period](#)

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

The daily rates and number of days worked are never printed on the checks. You must check your gross pay against your own records of days worked to confirm whether it is correct. You must be your own secretary, and regularly view the total gross pay divided by your number of days worked to be sure amounts reflect your recorded information.

RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

Substitute teachers are considered professionals and are expected to observe the same ethical codes as the regular teacher. It is important that a professional attitude toward your work be maintained. Complaints, concerns about a campus needs directed first to the building principal. Your attitude will contribute greatly to your acceptance by the faculty and students.

1. Arrive at least 15 to 20 minutes before the start of school if at all possible. If you **receive a call late in the morning** and will be unable to arrive before school starts, **telephone the school** and advise them of your time of arrival.
2. A substitute teacher is expected to remain on duty for 7.5 hours for full day/4 hours for half day. A building administrator may assign other duties or another class during conference periods or unscheduled times. ***There are no guaranteed conference periods for substitutes!*** Many days you may be asked to work in another area during that time or supervise student after school departure.
3. Upon arrival, report to the office and fill out the substitute sign-in sheet. If you cannot find the sign-in sheet, ask the secretary for assistance. The sign-in sheet confirms that you worked, so it is ***imperative*** that it be filled in completely and correctly.
4. You should have a Substitute Folder which will include lesson plans, attendance rolls, and a schedule for the day. If you cannot locate these items in the room, check with the school office or department head for assistance. It is of the utmost important that you follow the lesson plans provided by the teacher. You are not there just to “babysit”, your goal is to move education forward one academic day.
5. Acquaint yourself with fire and safety drill regulations as well as assigned exits. These should be in the Substitute Folder and/or posted on the classroom wall. Avoid changing the seating arrangement or any other parts of the room organization except for temporary grouping of pupils for instruction or committee work.
6. In the classroom, circulate and supervise! Organize and grade all assigned work if you are instructed to do so by the regular teacher.
7. **Under no circumstances should students be placed in an unsupervised situation. The substitute is to remain with their classes during all designated class times during group travel in the hallway, during class time, and at all assemblies, etc.** You must remain with your students when they attend Computer Lab.
8. The substitute has the same responsibility for students, equipment and materials as the regular teacher for whom he/she is substituting. Supervision of halls and corridors is a responsibility of all teachers especially when pupils are coming into the building or leaving the building at bell time as well as class passing period. Substitutes should maintain a supervisory position at their doorway during class passing periods.
9. Substitute teachers and/or aides are expected to keep confidential any information about the school (pupils, parents, and principal) which might be gained while substituting. Concerns growing out of the substitute experience should be addressed through the proper administrative channels.

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

RESPONSIBILITIES OF THE REGULAR TEACHER

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

RESPONSIBILITIES OF THE PRINCIPAL

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

CLASSROOM MANAGEMENT

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

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

PERFORMANCE CONCERNS

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

EMPLOYMENT

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

SUMMER SCHOOL INFORMATION

There is NO substitute work available during the summer.

CONCLUSION

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



GISD SUBSTITUTE SUCCESS GUIDE

Best Practices for a Successful Day

The goal of every GISD substitute is to move education forward one academic day at a time while maintaining a safe, positive learning environment.

1. Before Students Arrive

- Arrive 15–20 minutes early whenever possible.
- Report to the front office, sign in, and obtain any necessary materials.
- Review lesson plans, attendance procedures, seating charts, and emergency information.
- Locate restrooms, nurse's office, cafeteria, and emergency exits.
- Write your name and the day's agenda on the board.
- Review any notes regarding student accommodations or special instructions.

2. Start Strong

- Greet students at the door when possible.
- Introduce yourself and establish a positive tone.
- Begin the day as the regular teacher normally would whenever possible.
- Clearly communicate expectations, procedures, and classroom goals.
- Learn and use student names throughout the day.

3. Maintain Active Supervision

- Circulate throughout the classroom instead of remaining at the teacher's desk.
- Monitor student engagement and provide assistance as needed.
- Never leave students unsupervised.
- Maintain visibility during transitions, passing periods, assemblies, and hallway movement.

4. Follow the Teacher's Plans

- Follow lesson plans provided by the teacher.
- Keep students engaged in assigned learning activities.
- If plans are missing or unclear, seek assistance from the office, team leader, or neighboring teacher.
- Avoid introducing unrelated activities unless instructed by campus administration.

5. Build Positive Relationships

- Treat all students with dignity and respect.
- Be friendly, calm, and consistent.
- Use positive reinforcement frequently.
- Recognize and praise appropriate behavior.
- Focus on solutions rather than confrontation.

6. Classroom Management Best Practices

- Be firm, fair, and consistent.
- Address minor issues privately whenever possible.
- Avoid arguments and power struggles.
- Give clear directions and reasonable choices.
- Maintain professional composure during challenging situations.
- Seek administrative assistance when necessary.

7. Support Every Student

- Encourage participation from all learners.
- Follow accommodations and modifications provided by the teacher.
- Respect student confidentiality at all times.
- Be patient and flexible when working with students who have diverse learning needs.

8. Safety First

- Know emergency procedures before instruction begins.
- Wear your GISD identification badge at all times.
- Keep classroom doors secured according to campus procedures.
- Report safety concerns immediately.
- Never release a student to anyone without authorization from the office.

9. Professional Expectations

- Dress professionally and appropriately for your assignment.
- Limit personal cell phone use to emergencies or approved purposes.
- Do not photograph, record, or post information about students.
- Maintain confidentiality regarding students, staff, and school operations.

10. End the Day Successfully

- Leave the classroom organized and orderly.
- Return all materials to their proper locations.
- Leave detailed notes for the teacher, including:
 - ✓ Lessons completed
 - ✓ Attendance concerns
 - ✓ Student successes
 - ✓ Behavior concerns
 - ✓ Important messages or events
- Check with the office regarding future assignments before departing.

11. GISD Substitute Golden Rules

- Keep students safe.
- Follow the lesson plans.
- Maintain active supervision.
- Stay professional at all times.
- Treat every student with dignity and respect.
- Leave the classroom better than you found it.
- Move education forward one academic day at a time.

RULES AND CONSEQUENCES

Creating a Positive Learning Environment

Effective classroom management begins with clear expectations, consistency, and respect. The goal is not punishment, but helping students make responsible choices while maintaining a safe and productive learning environment.

1. Characteristics of Effective Rules

Effective classroom rules:

- Are clear and easy to understand.
- Focus on observable behaviors.
- Are stated positively whenever possible.
- Can be consistently enforced.
- Support a safe and respectful learning environment.
- Align with campus and district expectations.

Examples:

- ✓ Follow directions the first time they are given.
- ✓ Keep hands, feet, and objects to yourself.
- ✓ Use respectful language and actions.
- ✓ Stay on task and participate appropriately.

2. Characteristics of Effective Consequences

Effective consequences:

- Are fair, reasonable, and consistent.
- Are related to the behavior whenever possible.
- Preserve student dignity.
- Focus on learning and accountability.
- Help students make better choices in the future.
- Support a positive classroom climate.

Remember: Consequences are intended to teach, not punish.

3. Responding to Misbehavior

When addressing inappropriate behavior:

1. Remain calm and professional.
2. Use proximity and active supervision.
3. Redirect behavior privately whenever possible.
4. State expectations clearly and briefly.
5. Provide reasonable choices when appropriate.

6. Follow campus procedures for repeated or serious behaviors.
7. Seek administrator assistance when needed.

Avoid arguing, lecturing, embarrassing students, or engaging in power struggles.

4. Examples of Appropriate Consequences

Depending on the situation, consequences may include:

- Verbal reminder or redirection.
- Student reflection or self-correction.
- Seat change.
- Temporary loss of a classroom privilege.
- Parent or administrator notification through campus procedures.
- Referral to campus administration when appropriate.

Substitutes should follow campus and classroom procedures whenever possible.

5. De-escalation Strategies

When students become upset or resistant:

- Speak calmly and respectfully.
- Lower your voice rather than raising it.
- Allow time for students to regain self-control.
- Avoid public confrontations.
- Offer choices within established limits.
- Focus on the behavior, not the student.
- Request assistance if safety becomes a concern.

6. Maintaining Student Dignity

Students respond best when they feel respected.

- Correct privately whenever possible.
- Avoid sarcasm or public criticism.
- Listen before responding.
- Recognize positive behavior frequently.
- Treat every interaction as an opportunity to build trust and rapport.
- Becomes physically aggressive.
- Refuses to comply with safety directives.
- Possesses prohibited items.
- Creates a significant disruption that prevents instruction.

7. When to Seek Assistance

Contact campus administration immediately if a student:

- Threatens harm to self or others.
- Becomes physically aggressive.
- Refuses to comply with safety directives.
- Possesses prohibited items.
- Creates a significant disruption that prevents instruction.

Remember

The most effective substitutes are firm, fair, calm, and consistent. Your role is to maintain a safe environment, support student learning, and move education forward one academic day at a time.

AVOIDING POWER STRUGGLES

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

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

Remember to:

Give students support

Allow them to learn through natural,
logical consequences

Let them have time to take responsibility
for their choices

The Rules of Love and Logic

Rule #1

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

Rule #2

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

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

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

Unenforceable

Please sit down. I am going to start now.

Please be quiet. It's time to begin.

Open your books to page 54.

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

Don't sharpen your pencil while I am talking.

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

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

Pay attention.

Don't be bothering your neighbor.

Keep your hands to yourself.

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

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

You show some respect.

Don't be late for class.

Enforceable

I'll begin as soon as you are seated.

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

I'll be working from page 54.

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

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

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

I listen to people who raise their hands.

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

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

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

I give full credit for papers turned in on time.

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

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

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

THE EFFECTIVE TEACHER

Exhibits positive expectations for all students.

Establishes good classroom management techniques.

Designs lessons for student mastery.

How To Get Students to Work Cooperatively on an Activity

Specify the group NAME

Specify the SIZE of the group

State the PURPOSE, MATERIALS,
AND STEPS of the activity

Teach the PROCEDURES

Specify and teach the
COOPERATIVE SKILLS needed

Hold the individuals
ACCOUNTABLE

OUT-OF-SCHOOL CAUSES OF OF DISCIPLINE PROBLEMS

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

IN-SCHOOL CAUSES DISCIPLINE PROBLEMS

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

THREE-DIMENSIONAL DISCIPLINE OVERVIEW

Effective classroom management is built on proactive strategies, positive relationships, and consistent responses to student behavior. Successful substitutes recognize that discipline is not simply reacting to misconduct—it involves creating conditions that promote student success.

1. Prevention: Establishing a Positive Environment

The most effective discipline begins before problems occur.

Substitutes can prevent many behavior concerns by:

- Arriving prepared and organized.
- Greeting students positively.
- Clearly communicating expectations.
- Following the teacher's established routines.
- Keeping students actively engaged in learning.
- Maintaining active supervision throughout the day.
- Building respectful relationships with students.

When students know what is expected and remain engaged, behavior problems are often reduced.

2. Intervention: Responding to Behavior

When inappropriate behavior occurs, respond calmly, fairly, and consistently.

Effective intervention strategies include:

- Proximity and active supervision.
- Non-verbal cues and redirection.
- Clear and concise reminders.
- Providing reasonable choices.
- Private conversations when appropriate.
- Consistent enforcement of classroom expectations.
- Seeking assistance when behaviors become disruptive or unsafe.

Avoid power struggles, public confrontations, and emotional reactions.

3. Reflection and Follow-Up

After addressing behavior, focus on restoring a positive learning environment.

Effective follow-up includes:

- Recognizing improved behavior.
- Returning attention to instruction quickly.
- Documenting significant incidents for the teacher.
- Communicating concerns through campus procedures.
- Maintaining student dignity and respect.

The goal is to help students make better choices while preserving a productive classroom environment.

Remember

Successful substitutes are proactive, positive, and professional. By preventing problems when possible, responding appropriately when necessary, and maintaining respectful relationships, substitutes help create safe and productive learning environments that support student success.

SUBSTITUTE DAILY CHECKLIST & PROFESSIONAL EXPECTATIONS

Daily Arrival Checklist

Upon arriving at your assigned campus:

1. Report directly to the main office and sign in according to campus procedures.
 2. Obtain classroom keys, identification badge (if applicable), classroom location, and daily schedule.
 3. Review emergency procedures, campus expectations, and substitute instructions.
 4. Locate lesson plans, seating charts, attendance procedures, and instructional materials.
 5. Check the teacher's mailbox, email instructions, or designated communication system if directed by campus staff.
 6. Ensure the classroom is organized and ready for instruction.
 7. Write your name and the date where students can easily see it.
 8. Familiarize yourself with the day's schedule, duties, and special assignments.
 9. Take attendance promptly and accurately according to campus procedures.
 10. Begin the instructional day with a positive, professional attitude and clear expectations for students.
-

During the School Day

1. Follow the teacher's lesson plans and instructional schedule as closely as possible.
2. Maintain a safe, orderly, and productive learning environment.
3. Supervise students at all times.
4. Follow district and campus policies regarding student behavior and discipline.
5. Communicate professionally with students, staff, parents, and administrators.
6. Document important information regarding student behavior, attendance concerns, and completed lessons.
7. Seek assistance from campus administration when situations arise that require additional support.
8. Protect the confidentiality of student and staff information at all times.

End-of-Day Checklist

Before leaving campus:

1. Leave the classroom clean, organized, and ready for the teacher's return.
 2. Return all instructional materials, technology, and equipment to their proper locations.
 3. Complete a detailed summary for the classroom teacher, including:
 - ✓ Lessons completed
 - ✓ Student participation
 - ✓ Attendance issues
 - ✓ Behavioral concerns
 - ✓ Important messages or announcements
 4. Secure confidential documents and student records.
 5. Ensure computers, projectors, and other equipment are turned off or secured according to campus procedures.
 6. Close windows, turn off lights, and secure the classroom as directed.
 7. Return keys, badges, and other campus property to the designated location.
 8. Sign out according to campus procedures before leaving.
-

Professional Expectations of Substitute Teachers

Substitute teachers are representatives of Garland ISD and are expected to maintain the highest standards of professionalism.

Substitutes shall:

- A. Demonstrate pride in Garland ISD and support the district's mission, vision, and goals.
- B. Follow all district, campus, and classroom policies and procedures.
- C. Maintain professional ethics and exercise sound judgment in all situations.
- D. Refrain from making negative comparisons between schools, programs, staff members, or students.
- E. Maintain strict confidentiality regarding students, staff, and district operations.
- F. Foster positive working relationships with campus personnel and fellow substitutes.
- G. Report safety concerns, emergencies, suspected abuse, harassment, bullying, or serious disciplinary issues to campus administration immediately.
- H. Make reasonable efforts to accept and fulfill assignments when available.
- I. Perform assigned duties to the best of their ability and maintain a positive attitude.
- J. Stay informed regarding district expectations, instructional practices, and substitute procedures.
- K. Demonstrate professionalism in appearance, communication, and conduct.
- L. Participate in district training and professional development opportunities when offered.

Characteristics of Effective Substitute Teachers

Effective substitutes strive to:

Professional Conduct

- Be professional
- Be dependable and punctual
- Maintain self-confidence and composure
- Display integrity and good judgment
- Maintain personal and professional dignity

Classroom Management

- Be firm, fair, and consistent
- Follow established classroom procedures
- Provide clear and concise directions
- Maintain appropriate student supervision
- Address behavior respectfully and professionally

Student Relationships

- Treat every student with respect and fairness
- Be patient, positive, and encouraging
- Communicate with students, not at them
- Create a welcoming and inclusive classroom environment
- Use appropriate humor while maintaining professional boundaries

Instructional Practices

- Be prepared and organized
- Follow lesson plans as provided
- Encourage student engagement and participation
- Ask for assistance when needed
- Adapt appropriately to unexpected situations

Important Reminders

- **Students must never be left unsupervised.**
- Substitute teachers shall not administer corporal punishment.
- Confidential student information must not be discussed outside authorized educational settings.
- Any accident, injury, safety concern, or emergency must be reported immediately to campus administration.
- Substitute teachers are expected to model the professional standards and values of Garland ISD at all times.

WE REMEMBER:

10% OF WHAT WE READ



20% OF WHAT WE HEAR



30% OF WHAT WE SEE



50% OF WHAT WE BOTH SEE & HEAR

70% OF WHAT WE SAY



90% OF WHAT WE SAY AS WE DO SOMETHING

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

1. Deficiencies pointed out in a series of conferences, observations or memoranda.
2. Failure to fulfill duties and responsibilities as assigned.
3. Failure to perform required or assigned duties.
4. Failure to maintain discipline in the classroom or at assigned school related functions.
5. Insubordination or in complying with any official directives.
6. Failure to comply with administrative regulations.
7. Conducting personal business during school hours when it results in neglect of duties.
8. Reduction in force because of financial issues or program change.
9. Drunkenness or excessive use of alcoholic beverages: illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act.
10. The possession, use, or being under the influence of alcohol, alcoholic beverages, or drugs and narcotics as defined by the Texas Controlled Substances Act, while on school property, working in the scope of the duties, as assigned, or attending any school or District-sponsored activity. See DI (EXHIBIT) inside front cover.
11. Conviction of any felony or any crime involving moral turpitude.
12. Failure to report any arrest, conviction, or deferred adjudication for any felony or any crime involving moral turpitude as required by policy.
13. Failure to meet the District's standards of professional conduct.
14. Failure to comply with reasonable District requirements concerning professional growth and improvement in techniques leading to improvement as a substitute.
15. Immorality, which is conduct the Board of Education determines is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude, or indicative of corruption, indecency, or depravity.
16. Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the substitute's effectiveness in the District.
17. Reason and/or directives specified in the Substitute Handbook reflecting special conditions or responsibilities required of the substitute.
18. Failure to maintain an effective working relationship, or maintain good rapport with parents, the community, or colleagues.
19. A significant lack of student progress or achievement during a long-term substitute assignment.
20. Assault on an employee or student.
21. Falsification of records or other documents related to the District's activities.
22. Falsification of required information on an employment application.
23. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
24. Any attempt to encourage or coerce a child to withhold information from the child's parents.
25. Any other action or cause which may place into question the health and safety of the students and staff of the Garland Independent School District.

Employee Conduct and Welfare

Standards of Conduct:

Policy DH

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

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

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See Reports to Texas Education Agency page 58 for additional information.

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

Code of Ethics and Standard Practices for Texas Educators

Purpose and Scope

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

The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

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

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

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

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

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

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

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

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

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

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

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

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

Standard 1.13 The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

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

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

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

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

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

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

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

3. Ethical Conduct toward Students

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

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

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

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

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

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

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

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

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

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Dress Code Policy

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

Discrimination, Harassment, and Retaliation

Policies DH, DIA

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

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal or supervisor or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board. A copy of Policy DIA (Local) may be found online at: [Policy Code: DIA- Employee Welfare](#).

Harassment of Students

Policies DF, DH, FFG, FFH

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

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

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

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

Reporting Suspected Child Abuse

Policies DF, DG, DH, FFG, GRA

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

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

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

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

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

<https://garlandisd.net/programs-services/counseling-services>

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

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

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

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

Sexual Abuse & Maltreatment of Children

As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Employees are required to follow the procedures described above in Reporting Suspected Child Abuse.
(See Appendix D).

Reporting Crime

Policy DG

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

Technology Resources

Policy CQ

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

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

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

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

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

Employee Arrests and Convictions

Policy DH

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

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

A copy of the district's Acceptable Use Policy (See [Appendix F](#)) pg. 34-37.



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Appendix E - Employee Arrest/Conviction Report

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

Garland Independent School District

Employee Arrest/ Conviction Report

Employee's Name _____ Position _____
E-mail address _____ Phone # _____
Date of birth _____ Driver's license # _____
Month and year employment began with GISD _____
Today's/Date _____ Dept./Campus _____
Date of arrest _____ City/State of arrest _____
Arresting or Charging Agency (Police Department, Sheriff, etc.) _____
Arrest charge/ brief details of incident/ Attach additional pages if necessary

Did this arrest involve a DWI or DUI? ☐ yes ☐ no

Type of arrest : ☐ misdemeanor ☐ felony

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

Employee's printed name _____

Employee's signature _____

Mail this report and documents to:

Rod McHenry, Director of Auxiliary Human Resources, Human Resources Department,
Harris Hill Administration Building, 501 S. Jupiter Rd., Garland, Texas 75042 or GISD Box #106.

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

Appendix F - Staff Acceptable Use Policy



Garland Independent School District Staff Acceptable Use Policy

Our students and employees use technology to learn. Technology is essential to facilitate the creative problem solving, collaboration and 21st century skills that we see in today's global economy. While we want our students and staff to be active contributors in our connected world, we also want them to be safe, legal, and responsible. This Acceptable Use Policy supports our vision of technology use and upholds in our users a strong sense of digital citizenship. This policy applies to all Garland Independent School District (GISD) computer networks (including the resources made available by them), electronic communication systems, and all devices connected to those networks.

ACCEPTABLE USE and DIGITAL CITIZENSHIP

- **Respect Yourself:** Select online names, language/content and posts that are educationally appropriate.
- **Protect Yourself:** Do not publish personal details, contact details, or a schedule of activities. Unless otherwise authorized, account holders are responsible for all activity initiated by and/or performed under these accounts. It is the account holder's responsibility to appropriately secure account credentials and maintain and back up all data. If uncertain whether a specific computer activity is permitted or appropriate, an immediate supervisor /administrator must approve before engaging in that activity.
- **Respect Others:** Do not use technologies to bully or tease other people. Do not make audio or video recordings of students/employees without their prior permission. Posing as someone else is forbidden.
- **Protect Others:** Maintain a safe computing environment by notifying appropriate campus/department officials of inappropriate behavior, vulnerabilities, risks, and breaches involving district technology.
- **Respect Intellectual Property:** Suitably cite any and all use of websites, books, media, etc. and respect all copyrights. Follow all copyright laws.
- **Protect Intellectual Property:** Request to use the software and media that others produce.

GENERAL GUIDELINES

- The purpose of a user account is to access the GISD network and facilitate creativity and innovation. We use this network to support communication and collaboration. We use technology to extend research and information fluency, to collect and analyze data and to solve problems.
- Access is a privilege, not a right. Access entails responsibility, and inappropriate use may result in cancellation of those privileges.
- **Employees should have no expectation of personal privacy in any matters stored in, created, received, or sent through the GISD computer network.** These are subject to review by the GISD at any time, with or without notice, with or without cause and without the permission of any student or parent/guardian or employee.

- It is all staff members' responsibility to educate students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyberbullying awareness and response. This may be done in a variety of ways, such as once a year short training session, one-on-one education with individual students, and/or via educational handouts. It is also the responsibility of all staff members to monitor students' online activity for appropriate behavior.
- A content filtering solution is in place in order to prevent access to sites that may contain inappropriate material, including pornography, weapons, illegal drugs, gambling, and any other topics deemed to be of non-educational value by the GISD. However, GISD staff are expected to actively monitor and guide students in their use of technology and appropriate resources.

GOVERNMENT LAWS

Technology is to be utilized in conformity with laws of the United States and the State of Texas. Violations include, but are not limited to, the following:

1. Criminal Acts – These include, but are not limited to:
 - unauthorized tampering with systems, software, or equipment
 - cyber stalking
 - vandalism
 - harassing email
 - child pornography
 - cyberbullying
2. Libel Laws – You may not publicly defame people through published material.
3. Copyright Violations – Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), and/or engaging in plagiarism.

Children's Internet Protection Act (CIPA)

In compliance with the Children's Internet Protection Act (CIPA), all students and faculty must watch the GISD on-line safety video.

This video addresses:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding minors;
- measures designed to restrict minors' access to materials harmful to minors; and
- educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

In compliance with this law, GISD also protects against access by adults and minors to visual depictions that are obscene. GISD will disable login accounts for students or adults who violate any GISD internet security practice. GISD can monitor any and all online activity.

District Issued Devices for Staff

Certain staff are assigned various technology devices for the purposes of their job assignment. Staff are responsible for the care and upkeep of these devices. Devices purchased by a campus or department but assigned to an individual employee should stay with that campus or department if an employee transfers to another campus or department.

District-issued devices, such as laptops, follow the transferring staff to other GISD campuses as long as the transferring staff is moving into a laptop-eligible role. Any district-issued technology devices should be returned to the employee's supervisor upon leaving the district.

BRING YOUR OWN DEVICE

Students and staff may use a personal device for instruction. **If personal devices are damaged or stolen while on GISD property, GISD will not be liable for the replacement or repair of any personal device. Any data and/or SMS/MMS (texting) charges will not be reimbursed by GISD.**

ACKNOWLEDGEMENT

By signing and returning this document, I acknowledge that I understand and will abide by the district Acceptable Use Policy. If I violate this agreement, the consequences could include suspension of BYOD privileges, district-owned accounts, and network access. In addition, I could face disciplinary and/or legal action including but not limited to criminal prosecution and/or penalty under appropriate state and federal laws.

The following actions are not permitted and could result in the consequences outlined above:

- Users may not attempt to disable or bypass the GISD content filter.
- Users may not illegally access or manipulate the information of a private database/system such as gradebooks and other student information systems.
- Users may not install unauthorized network access points, or other connections that may not effectively integrate with existing infrastructure.
- Users may not use their accounts for non-school related activities including but not limited to:
 - Using the Internet for financial gain, personal advertising, promotion, non- government related fundraising, or public relations;
 - Political activity: lobbying for personal political purposes; or
 - Solicitation activities for personal or religious purposes.
- Users may not send, save, view, forward, or create harassing or offensive content/messages. Offensive material includes, but is not limited to, pornographic, obscene, or sexually explicit material, sexual comments, jokes or images that would violate school rules or GISD policies. The GISD policies against harassment and discrimination apply to the use of technology.

The Chief Technology Officer and the campus principal will deem what is considered to be inappropriate use of the GISD computer network. The campus principal may suspend an account or network access at any time. In addition, the administration, faculty, and staff of the GISD may request that a user's account be suspended or denied at any time.

By signing and returning this document,

- I have read and **will abide** by the Acceptable Use Policy.

DISCLAIMER

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether expressed or implied, including, without limitation, those of fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district uses a variety of vendor-supplied hardware and software. Therefore, the district does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the user's requirements. Neither does the district warrant that the system will be uninterrupted or error-free, nor that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not necessarily the district.

The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's computer systems and networks.

TERM

This policy is binding for the duration of the staff member's employment in GISD until replaced by a subsequently promulgated, signed Staff Acceptable Use Policy.

[illegible]