



Substitute Teacher Handbook

2009-2010

**2000 North 23rd Street
McAllen, Texas 78501**

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TO: MISD Substitute Teachers

FROM: Ramiro Vela
Director for Human Resources

DATE: July 28, 2009

SUBJECT: Substitute Teacher Handbook

The purpose of this handbook is to provide information that will help answer questions and pave the way to a successful year of substitute teaching. This handbook is neither a contract nor a substitute for the official district policy manual. It is not intended to alter the at-will status of employees in any way. Rather, it should be viewed as a guide.

You are very important to the McAllen Independent School District and are recognized as an essential part of the educational process. Substitute teachers are encouraged to strive for Master Substitute Teacher status by improving their skills, knowledge, competence, and lesson delivery. When your work as a substitute teacher reflects your expertise and mastery of each classroom setting, your ability to work usually increases.

The McAllen Independent School District is an equal opportunity employer and does not discriminate against any applicant/employee on the basis of race, color, religion, gender, national origin, age, or disability.

Welcome to substitute teaching with McAllen Independent School District. McAllen Independent School District's Vision, Mission, and Major Goal Statements are on the next page for your review.

DISTRICT GOALS

- Goal 1: MISD students demonstrate academic success through a relevant and well-balanced curriculum that includes and is supported by technology.
- Goal 2: MISD students demonstrate knowledge, skills and attitudes, at each grade level that predict success in post-secondary education and the workplace within an ever-changing global society.
- Goal 3: MISD students demonstrate behaviors that support academic success in a safe, challenging and nurturing environment.
- Goal 4: MISD, as a learning organization engages in the education of students by providing highly qualified personnel, facilities and a financial management system, which supports student learning.
- Goal 5: The MISD, as a learning organization of students, parents, community members and District staff, utilizes various methods of communication in order to ensure student success.

McALLEN INDEPENDENT SCHOOL DISTRICT

Vision

McAllen ISD, a diverse community, promotes and encourages educational excellence in a safe, nurturing environment to empower successful, independent, and goal-oriented individuals who strive for life-long learning.

McALLEN INDEPENDENT SCHOOL DISTRICT

Mission

- To develop, implement, coordinate, and monitor a dynamic, developmentally appropriate curriculum;
- To create a positive and challenging atmosphere with high standards and measurable goals for all staff and students;
- To provide quality staff development; and
- To ensure student academic, social, physical, and emotional development.

Critical Success Factors

1. Effective Leadership
2. Highly Qualified Staff
3. High Academic Standards/Goals
4. Comprehensive Research-Based Curriculum
5. Parental and Community Involvement
6. Effective Utilization of Resources
7. Effective Communication
8. Innovative Technology
9. State-of-the-Art Facilities
10. Positive School Climate
11. Staff Development

Campus Directory

School

Bell Schedule

High Schools	Map #	Address	Phone	Principal	Sign in	Start	Dismiss	Sign out
McAllen	26	2021 La Vista	632-3100	Christine Beck	7:45	8:15	3:45	4:00
Memorial	27	101 E. Hackberry	632-5201	Rosa M. Larson	7:45	8:15	3:45	4:00
Rowe	28	2101 N. Ware Rd.	632-5100	G. Esther Tijerina	7:45	8:15	3:45	4:00
Lamar Academy	29	1009 N. 10 th St.	632-3222	Cindy Peña	7:45	8:15	3:45	4:00
I & G Center	31	1619 Galveston	971-4393	Luis Longoria	7:45	8:00	3:30	3:45
Middle Schools								
Brown	20	2700 S. Ware Rd.	632-8700	Carlos Hernandez	7:45	8:00	3:30	3:45
De Leon	21	4201 N. 29 th	632-8800	Philip Grossweiler	7:45	8:00	3:30	3:45
Fossum		7800 N. Ware Rd	971-1105	Albert Canales	7:45	8:00	3:30	3:45
Cathey	22	1800 N. Cynthia	971-4300	Jose A. Gonzalez	7:45	8:00	3:30	3:45
Lincoln	23	1601 N. 27 th	971-4200	Rosalinda Martinez	7:45	8:00	3:30	3:45
Morris	24	1400 Trenton	618-7300	Dr. Matt Weber	7:45	8:00	3:30	3:45
Travis	25	600 Houston	971-4242	Trecia Munal	7:45	8:00	3:30	3:45
Elementary Schools								
Alvarez	1	2606 Gumwood	971-4471	Cynthia Rodriguez	7:30	7:45	3:00	3:30
Bonham	2	2400 Jordan	971-4440	Lorena Saenz	7:30	7:45	3:00	3:30
Castaneda	3	4100 N. 34 th	632-8882	Eulalia Tijerina	7:30	7:45	3:00	3:30
Crockett	4	2112 N. Main	971-4414	Mariselda Morales	7:30	7:45	3:00	3:30
Escandon	5	2901 Colbath	971-4511	Gloria Corpus	7:30	7:45	3:00	3:30
Fields	6	500 Dallas	971-4344	Cynthia Hatzold	7:30	7:45	3:00	3:30
Garza	7	6300 N. 29 th	971-4554	Katie Shults	7:30	7:45	3:00	3:30
Gonzalez	8	201 E. Martin	971-4577	Christina Hernandez	7:30	7:45	3:00	3:30
Hendricks		3900 Goldcrest	971-1145	Sandra Salinas	7:30	7:45	3:00	3:30
Houston	9	3221 Olga	971-4484	Sonia Casas	7:30	7:45	3:00	3:30
Jackson	10	501 Harvey	971-4277	Joe A. Garza	7:30	7:45	3:00	3:30
McAuliffe	11	3000 Daffodil	971-4400	Sandra Pitchford	7:30	7:45	3:00	3:30
Milam	12	3800 N. Main	971-4333	Linda McGurk	7:30	7:45	3:00	3:30
Navarro	13	2100 Hackberry	971-4455	Leticia Infante	7:30	7:45	3:00	3:30
Perez		7801 N. Main	971-1125	Louann Sarachene	7:30	7:45	3:00	3:30
Rayburn	14	7000 N. Main	971-4363	Nancy Dillard	7:30	7:45	3:00	3:30
Roosevelt	15	4801 S. 26 th	971-4424	Yolanda Ramirez	7:30	7:45	3:00	3:30
Sanchez		2901 Incarnate Word	971-1100	Hector Guerra	7:30	7:45	3:00	3:30
Seguin	16	2200 N. 29 th	971-4565	Diana Cortez	7:30	7:45	3:00	3:30
Thigpen/Zavala	17	2500 Galveston	971-4377	Maria Elva De Leon	7:30	7:45	3:00	3:30
Wilson	18	1200 Hackberry	971-4525	Mariella Gorena	7:30	7:45	3:00	3:30

Procedure For Registration As A Substitute Teacher

1. **APPLICATION:** Complete substitute teacher application on-line.
2. **CERTIFICATION:** It is required that substitutes possess either a valid teaching certificate or a “Substitute Teacher Certification” certificate from the University of Texas Pan American or South Texas College. No one can substitute without a valid Teaching Certificate or a Substitute Teaching Certificate.
3. **COMPLETE FILE:** In order for your file to be considered complete, it is also necessary for you to provide the following materials:
 - A. If applicable, college teaching credentials and/or letters of evaluation regarding past teaching or substitute teaching experience
 - B. Original college transcripts
 - C. Copy of “Substitute Teacher Certification”
 - D. Substitute Teacher Profile Form
 - E. Reasonable Assurance Letter
 - F. Fingerprinting as per Senate Bill 9
 - G. Reference Forms (3)
4. **ORIENTATION:** All substitute teachers are to participate in an orientation with Human Resources.
5. **PAYROLL FORMS:** All new hires must complete the necessary payroll/personnel forms, including W4 forms, to indicate exemptions and status so that the correct amount of federal, state and Social Security taxes can be withheld. A copy of your Social Security Card and Driver’s License is also required.
6. **HANDBOOK:** Each MISD Substitute is expected to review this handbook.

Substitute Assignments

Substitute assignments are made through the SmartFind Express System (SFE), which utilizes a computer located in the Human Resources Office with data/voice capabilities. SFE is accessed by the public telephone system and information is entered using the touch-tone key pad and voice messages.

Phone Numbers: SFE: (956) 632-8480

Helpdesk: (956) 632-8490

SFE enables McAllen Independent School District to offer broader opportunities for substitutes, while still allowing each school to choose the substitutes with whom they have worked well in the past. The system permits a substitute teacher to:

- Specify schools where he/she prefers not to work or to indicate only the schools where he/she wishes to work
- Indicate his/her availability in half-day increments by the day of the week
- List the subjects the substitute is qualified to teach and other subjects he/she would like to teach
- Temporarily change his/her phone number (this is similar to call forwarding but you must remember to change the number back to your regular phone number when you leave the temporary location)

This is how SFE works:

1. A teacher or principal calls SFE via the public telephone system.
2. An absence is reported and receives a job number.
3. SFE searches its listings and finds the appropriate substitute for the assignment.
4. During the morning or evening call-out period, SFE places a call to the substitute teacher.
5. The substitute teacher enters his/her telephone number and Personal Identification Number on the key pad of a tone generating phone. A narrator gives the details of the assignment.
6. The substitute accepts or declines the assignment. If accepted, the substitute receives the job number to use when reporting for the assignment.
7. On any day, after 12:30 p.m., the substitute teacher may call the SFE system in order to hear and to accept or decline any available jobs. If calling prior to 12:30 p.m., you will hear open jobs for that day only (if open jobs exist).

All substitute teachers used in the McAllen Independent School District have attended an orientation with the Director of Human Resources. Whenever possible, requests for specific substitute teachers by principals and teachers are honored. If the teacher or school does not specify a particular substitute, SFE will select an appropriately qualified substitute. SFE calls substitute teachers on a rotation basis.

No assurance can be given regarding the regularity or length of assignments. All requests for substitutes must be made through the SFE system.

It is an expectation that substitute teachers will accept calls for assignments. If you accept a long term assignment with another school district, please let us know by calling the system, so that you will not be called needlessly. We understand that substitute teachers often need to make themselves available to more than one district.

If you find that you need to cancel an assignment, you must first call SFE (632-8480) to cancel. Be sure to wait for the system to say "Job Number XXXXX has been canceled." (If you do not wait for the system to say this, the job has not been canceled.) After canceling with the system you must then call the campus to report your cancellation.

SCHOOL CLOSING: Whenever the schools are closed due to bad weather, an announcement will be issued to the media. Substitutes should not report to the school and will not be paid for the day. You will not be notified by the system.

EARLY DISMISSAL: Whenever the schools are dismissed early due to bad weather or an emergency situation, substitutes may be excused as soon as all students and/or buses have left the building. Substitutes will be paid for their assignment as originally scheduled.

SUBSTITUTE HELP DESK HOURS OF OPERATION: If you need more information or have a particular concern, you may contact the SFE operator in the Human Resources office between 8:00 a.m. and 5:00 p.m. at 632-8490.

MAXIMUM SUB DAYS: The McAllen Independent School District does not limit the number of days that a substitute teacher can work.

TEACHER RETIREMENT SYSTEM:

Retired school personnel who are participating in the Teacher Retirement System (TRS) should contact TRS for guidelines/guidance when contemplating working as a substitute teacher.

General Guidelines for Substitute Teachers

Acceptance of a substitute assignment

Once you have accepted a job assignment, you should realize that many **people are counting on you** to keep your assignment. The teacher who requested you as his or her substitute will plan accordingly.

Punctuality

It is important that you **be on time** for your assignment. A bell schedule is provided for your information. You should arrive early enough to allow plenty of time to orient yourself to classroom responsibilities.

Classroom Responsibilities

- **Do not** leave students alone in the classroom
- Review fire drill procedures
- Complete reports as requested and on time i.e., attendance reports/lunch reports
- Review lesson plans prior to the beginning of the school day
- **Follow the lesson plans**
- Use teaching materials specified in the lesson plans **only**
- Note students who have to leave the classroom to receive instruction elsewhere or who must leave the classroom for any other reason
- Perform all duties assigned to the regular classroom teacher for which you are assigned
- Follow the same workday schedule as the teachers on that campus
- Maintain confidentiality of student information
- Leave a brief note for the teacher describing what you accomplished for the day(s) you substituted

Nurse's Schedule

Review the nurse's schedule and guidelines related to medication and situations related to medical emergencies. If the nurse is absent, find out who will be the contact person.

Inclement Weather/Emergency Evacuation

Ask for specific instructions related to inclement weather, reports, and duties. Consult the school administrator (exit plans are posted in all rooms).

Parking

Park in designated spaces. If you do not know where to park, ask the administrative staff upon your arrival or inquire prior to your assignment.

Sexual Harassment

MISD forbids employees from engaging in conduct that constitutes sexual harassment of other employees or of students. (See Board Policy DIA)

POSSESSION OF FIREARMS

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the District's weapons policy should report it to their supervisors or call the MISD Police Department.

TOBACCO FREE WORKPLACE

The use of any form of tobacco by an employee or students inside or on any district-owned property is strictly forbidden. Employees and students who violate this policy will be disciplined appropriately.

DRUG ABUSE PREVENTION

McAllen ISD is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the work place. The District has adopted a drug-free awareness program to inform employees about the dangers of drug use and abuse in the workplace. Employees who use or are under the influence of alcohol or illegal drugs, as defined by the Texas Controlled Substance Act, during working hours may be dismissed. The District's policy on drug abuse and drug-free schools is as follows:

Drug-Free Schools and Drug-Free Workplace

Employees shall not unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours.

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee’s use shall not be considered to have violated this policy.

Employees who violate this prohibition shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or 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. As a further condition of employment, an employee shall notify the Superintendent of any criminal drug conviction the employee incurs for a violation in a workplace no later than five days after such conviction.

Within 30 calendar days of the Superintendent’s receiving notice from any source of a conviction for any drug violation occurring in the workplace, the Superintendent or designee shall either (1) take appropriate personnel action against the employee, up to and including termination of employment or referral for prosecution or (2) require the employee to participate satisfactorily in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. The cost of any such program shall be borne by the employee.

[This notice complies with notice requirements imposed by the Federal Drug-Free Workplace Act {20 U.S.C. 3471, 1221-3(a)(1) and 34 CFR 85.630}; notice requirements imposed by the federal Drug-Free Schools and Communities Act Amendments of 1989 [20 U.S.C. 3224a and 34 CFR 86.201]; and notice requirements imposed by the Texas Workers’ Compensation Commission rules at 28 TAC 169.2]

I. RESPONSIBILITIES

A. RIGHTS AND RESPONSIBILITIES OF STUDENTS

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others in order to enhance the District's educational purpose and the program designed to achieve that purpose. Students shall exercise their rights responsibly, in compliance with the rules established for the orderly conduct of the district's educational mission. Students who violate the rights of others or who violate District or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of citizens in the school community.

Each student is expected to respect the rights and privileges of other students, teachers, and District staff; all teachers, administrators, and other District personnel are expected to have respect for the rights and privileges of students.

Students' responsibilities for achieving a positive learning environment at school-related activities shall include:

1. Attending all classes daily and on time.
2. Accepting the responsibility to participate appropriately in the learning process.
3. Being prepared for each class with appropriate materials and assignments.
4. Being properly attired.
5. Exhibiting respect toward others.
6. Conducting themselves in a responsible manner.
7. Paying required fees and fines, unless they are waived.
8. Refraining from violations of the Student Code of Conduct.
9. Obeying all school rules, including safety rules and behavior for a variety of conditions, including play and recreation, fire, severe weather, use of bicycle and automobile on school property and use of school-provided transportation.
10. Seeking changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.

11. Cooperating with staff in investigation of disciplinary cases and volunteering information when the student has knowledge relating to a serious offense.
12. Assuming total responsibility for making up work due to excused absences.

B. RIGHTS AND RESPONSIBILITIES OF PARENTS

Parents have the right to send their children to schools where students are both valued and expected to learn. Parents have the responsibility to:

1. Make every effort to provide for the physical needs of the child.
2. Impress upon the child the value of respecting his/her school personnel and peers.
3. Teach the child the importance of being responsible for his/her actions and decisions.
4. Strive to prepare the child emotionally and socially to be receptive to learning and discipline.
5. Be sure their child attends school regularly and promptly report and explain absences and tardies to the school.
6. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
7. Encourage and lead the child to develop proper study habits at home.
8. Obtain current scholastic and behavioral reports on their child and work with school personnel to bring about improvements as necessary.
9. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare. One or more conferences shall be held during each school year between a teacher and the parents of a student if the student is not maintaining passing grades or achieving the expected level of performance or presents some problem to teacher or in any other case the teacher considers necessary.
10. Keep informed of school policies and academic requirements of school programs.
11. Participate in school-related organizations.

12. Be sure their child is appropriately dressed for school and school-related activities.
13. Maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school.
14. Cooperate with school administrators and teachers.
15. Be sure their child attends school tutorials when required or as the need arises.
16. Control their child. Under Family Code 33.01, a student's parent is legally liable for property damage proximately caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or (b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age.
17. Submit a signed statement that they understand and consent to the responsibilities outlined in the Student Discipline Handbook.

C. RESPONSIBILITIES OF ADMINISTRATORS

Administrators have the responsibility to:

1. Respond to discipline problems referred to them by teachers.
2. Promote effective training and discipline of all students.
3. Encourage parent communication with the school, including participation in required parent-teacher conferences.
4. Provide appropriate assistance to students in learning mature self-discipline.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the Discipline Management Plan.
6. Serve as appropriate role models for the students on their campus in accordance with the standards of the profession.

D. RESPONSIBILITIES OF THE TEACHERS

Teachers have the responsibility to:

1. Use discipline management techniques developed in the District's Discipline Management Plan found in the teachers' handbook.

2. Ensure good student discipline by being in regular attendance and on time.
3. Be prepared to perform their teaching duties with appropriate preparation, assignments, and resource materials.
4. Comply with District and school policies, rules and regulations, and directives.
5. Maintain an orderly classroom atmosphere conducive to learning.
6. Teach to the standards of performance required by the District.
7. Establish rapport and effective working relationship with parents, students and other staff members.
8. Teach students to strive toward self-discipline.
9. Encourage good work habits that will lead to the accomplishment of personal goals.
10. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession.
11. Treat each child fairly and with respect.
12. File a one page written report with the school principal or other appropriate administrator if they have knowledge that a student has violated the student code of conduct.

II. STUDENT CODE OF CONDUCT

The district has disciplinary authority over a student:

1. During the regular school day and while going to and from school on district transportation;
2. While participating in any activity during the school day on school grounds or within 300 ft. of school property, or while attending a school-sponsored or school-related activity on or off school property;
3. For any school-related misconduct, regardless of time or location, including retaliation against a school employee; or
4. Who engages in conduct punishable as a felony, as provided by Education Code 37.006.

DISRUPTION OF CLASSES (Texas Education Code 37.124)

No person shall be permitted, on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities.

Conduct which disrupts the educational activities of a school includes:

1. Emissions by any means of noise of an intensity that prevents or hinders classroom instruction.
2. Enticement or attempted enticement of students away from classes or other school activities which students are required to attend.
3. Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend.
4. Entrance into a classroom without consent of either the principal or teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.
5. Conduct by students, either in or out of class, that for any reason--whether because of time, place, or manner of behavior--materially disrupts classwork or involves substantial disorder or invasion of the rights of other students or employees at school or school-related activities.

For purposes of this provision, "school property" shall include the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-sponsored activities.

For purposes of this provision, "public property" shall include any street, highway, alley, public park, or sidewalk.

11 Techniques for Better Classroom Discipline

Here are eleven techniques that you can use in your classroom that will help you achieve effective group management and control. They have been adapted from an article called; “A Primer on Classroom Discipline: Principles Old and New.” by Thomas R. McDaniel; Phi Delta Kappan, May 1986 and Budd Churchward, creator of The Honor Level System: Discipline by Design.

1. **Focusing.** Be sure you have the attention of everyone in your classroom before you start your lesson.
2. **Direct Instruction.** The technique of direct instruction is to begin each class by telling the students exactly what will be happening.
3. **Monitoring.** The key to this principle is to circulate. Get up and get around the room.
4. **Modeling.** “Values are caught, not taught.”
5. **Non-verbal Cuing.** Non-verbal cues can be facial expressions, body posture, hand signals, bell or light tap.
6. **Environmental control.** A classroom can be a warm cheery place.
7. **Low-Profile Intervention.** Most students are sent to the principal’s office as a result of confrontational escalation.
8. **Assertive Discipline.** This is traditional limit setting authoritarianism.
9. **Assertive I-Messages.** “I want you to . . .” or “I need you to . . .” or “I expect you to . . .”
10. **Humanistic I-Messages.** “When you talk while I talk . . .” or “I have to stop my teaching . . .” or “. . . which frustrates me.”
11. **Positive Discipline.** Use classroom rules that describe the behaviors you want.

Priority Substitute List

Principals are able to select between five and fifteen substitutes and identify them as “priority substitutes” for their campus. These substitutes are selected by the Principal based on the performance record of the substitute. Generally, these substitutes have demonstrated expertise and mastery in the classroom. These substitutes are ranked from one to fifteen and are called on, in order, when a teacher enters an absence, and does not specify a substitute by name and phone number.

Preferred Substitute List

Principals are able to select between five and fifteen substitutes and identify them as “preferred substitutes” for their campus. These substitutes are selected by the Principal based on the performance record of the substitute. Generally, these substitutes have demonstrated some degree of expertise and mastery in the classroom. These substitutes are not ranked but are identified for selection based on their grade level and/or subject expertise and mastery. When a teacher enters an absence and does not specify a substitute by name and phone numbers, and there is not a priority substitute available, then the system selects by identifying the most qualified substitute for the particular position.

General Substitute Pool

Individuals are selected randomly by the system to fill a position. The system goes to the pool of substitutes when it does not have a substitute identified by name or telephone number.

**McAllen Independent School District
Substitute Quick Reference Card**

System Phone Number: 632-8480

Helpdesk Phone Number: 632-8490

ID Number _____

PIN Number _____

System Calling Times

Week Day	Today's Jobs	Future Jobs
Weekdays	5:30 a.m. 12:00 p.m.	6:00 p.m. – 10:00 p.m.
Saturday	None	None
Sunday	None	06:00 p.m. – 10:00 p.m.
Holidays	None	06:00 p.m. – 10:00 p.m.

Decline/Cancellation Reasons

- | Number | Description |
|--------|----------------------|
| 1. | Accepted another job |
| 2. | Medical |
| 3. | Out of town |
| 4. | Personal |
| 5. | Jury Duty |

Substitute Call-in Registration

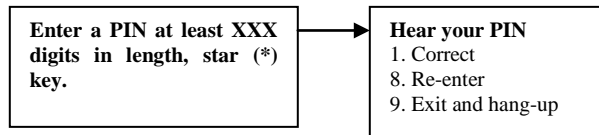
Enter your Access ID, followed by star (*) key.

Enter your PIN, followed by star (*) key. If you do not have a PIN, enter your Access ID followed by the star (*) key.

Name does not exist



PIN is not valid

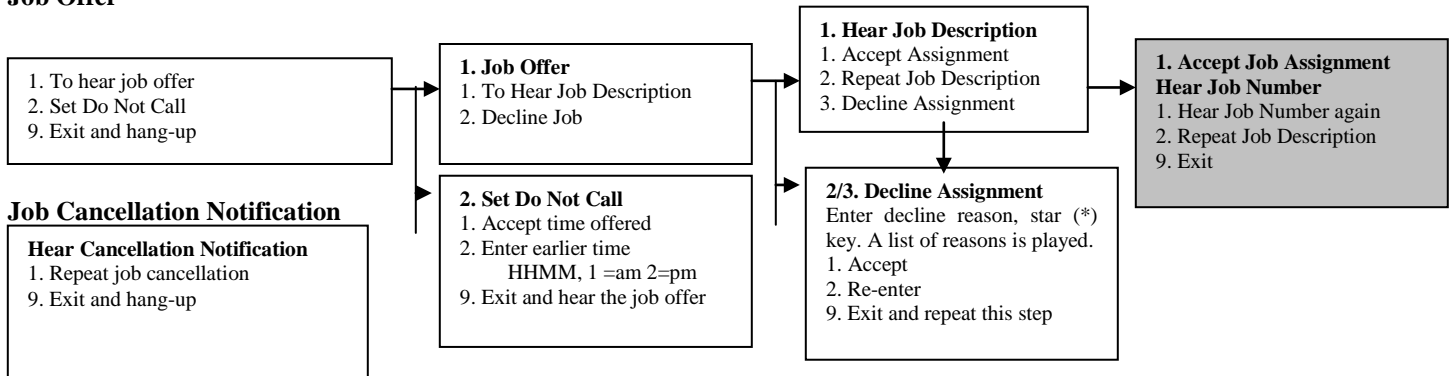


System Call-Out (for Job Offers and Cancellation Notifications)

Enter your Access ID, followed by star (*) key. Enter your PIN, followed by the star (*) key, *or*

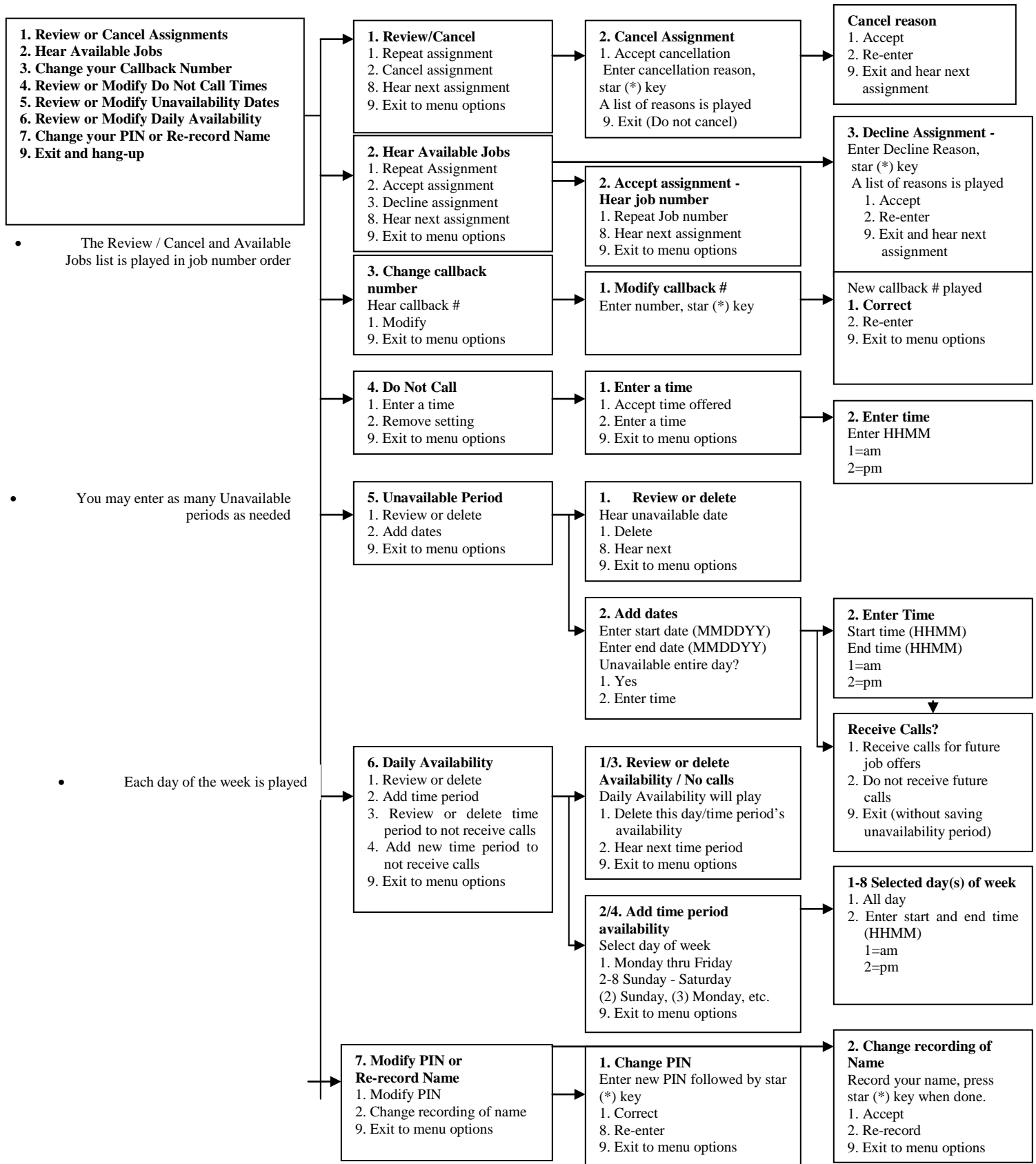
Enter the star (*) key to make the system wait for 2 minutes to enter your Access ID. After 2 minutes, the system will hang-up.

Job Offer



Substitute Call-in:

Enter Access ID, followed by the star (*) key, Enter PIN, followed by the star (*)key, then listen to announcements.



McALLEN INDEPENDENT SCHOOL DISTRICT

Substitute Browser Access

Browser Access Instructions

Web Browser URL <https://sfe.mcallenisd.net/logOnInitAction.do>

Help Desk Phone Number: **632-8490**

Sign In

Open your web browser and access the SmartFindExpress Sign In page. Review the messages above the Sign In. Enter your Access ID and PIN. Review additional announcements on your home page, if any.

Profile Link

Choose the Profile link to view and update your information.

Profile Tab

- **Change your Callback Number**
Enter the telephone number where you can be contacted by the system. Include the '1' (long distance indicator) and area code only if required for the system to call you from the district office
- **Add Temporary Do Not Call setting**
Enter a time in HH:MM am or pm format for the system to resume calling
(The maximum is 24 hours from the current time)

Schedule Tab

- **Create a New Availability Schedule**
 - o Select *New* button
 - o Select *Save* button
 - o Select days of the week for the schedule by leaving boxes checked by that day
 - o Select the times you are available to work or do not want to be called. (Choose only one option)
 - Check box for all day or
 - Enter a start and end time range in HH:MM am or pm format
 - o Select *Save* button
 - o To Exit without saving changes, select the *Return to List* button
- **Modify your Availability Schedule**
 - o Choose day or days of the week you want to delete by checking the boxes by that day
 - o Select the *Delete* button
 - o Select the *New* button to add a new day of week or time. Follow the steps for "Creating a New Availability Schedule" as outlined above.
- **Delete an Availability Schedule**
 - o Select day(s) of the week you want to delete by checking the boxes by that day
 - o Select the *Delete* button

Classifications and Locations Tab

- Review classifications and locations you have chosen for possible assignments

Unavailability Dates Tab

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

Available Jobs Link

Choose the Available Jobs link to view and accept assignments.

To view and accept jobs

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

Follow these steps

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

Review Assignments

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

Follow these steps

- Select format for Assignment display. List or Calendar view
- Search for assignments
 - o Enter the date range with forward slashes (MM/DD/YYYY) for your search or use the calendar icon. Leaving dates blank will return all data
 - o Enter a specific job number (date range will not be used)
- Press the *Search* button to display the list of assigned jobs
- Choose the *Job Number* link to view job details
 - o Select the *Return to List* button to review other jobs assigned to you
 - o Select the *Cancel Assignment* button to cancel your assignment. Enter a reason for canceling from the pull-down list. Wait for the “Job was cancelled successfully” notification. You cannot cancel an assignment that has already started.

School Calendar

School Responsibilities and Duties

REPORTING

Upon arrival at the school building for a substitute teaching assignment, please report to the office. There you will be given:

1. Keys, if needed/available
2. Schedule for the day
3. Explanation of any special activities for the day
4. Explanation of collection projects if any, i.e., food, clothing, lunch money, etc.
5. Explanation of fire drill procedure

MATERIALS

The following materials/folder should have been left by the regular teacher for you:

1. Lesson plan, showing the day's work to be accomplished
2. Seating chart
3. Absence report sheets or pads
4. Text and teaching manuals and answer books
5. Room schedule for the day's time allotment
6. Special room rules, if any

CONFERENCE/LUNCH PERIODS

Each Principal shall make every effort to ensure one conference period and one duty-free lunch period. You may be required to give up one conference period to assist at the campus.

SPECIFIC DUTIES

Substitute teachers should assume the same responsibilities as the regular teacher for supervision of students in the building, on the playground, or on a field trip. The duty list should be consulted to see if the teacher for whom you are substituting is assigned to the cafeteria, hall or other duty. Consult the office for any change from normal procedure for that particular day. You should make certain that the following necessary tasks are accomplished during the day:

1. Attendance should be taken following the school's procedure.
2. Check the room's fire drill upon arrival.
3. Follow the lesson plans carefully. Deviations should be noted for the regular teacher.
4. A substitute should not eat in front of a class or do personal work such as reading, letter writing, bill paying, crafts, or hobbies.
5. Never leave your class unattended.
6. Correct the students' papers and tests unless the classroom teacher has indicated otherwise.
7. Leave a written summary of work for the teacher.
8. Control the light and temperature of the room. It is your duty, not the students.
9. Report incidents of abnormal happenings to the principal or assistant principal.
10. Return keys and any confidential information to the main office when you check out.
11. Leave the room orderly neat and locked.

What To Expect In McAllen ISD Schools

FROM THE OFFICE

1. A warm and friendly welcome upon arrival in the building.
2. Help in locating the room or rooms.
3. Assistance in providing materials needed during the day.
4. Help in solving any problems which you do not feel able to handle.
5. Interest in your work as a substitute teacher.
6. Suggestions to make work easier and more pleasant.
7. Parking information.

FROM THE TEACHER

1. Clear and specific lesson plans and explanations of classroom routines.
2. An accurate list of students for attendance and identification.

FROM THE STAFF

1. Substitute teachers may expect a warm, cordial greeting from the staff. They will accept you as a part of the “family” while you are in the building.
2. The neighboring teachers in the building will assist you with your incidental questions and problems. They are prepared to help and are willing and able. Please use them.

SUBSTITUTE TEACHER PAY RATES

1. Substitute teacher pay rates for day-to-day teaching shall be based on education/degree(s) and/or certification.
2. If a substitute teacher replaces the same regularly assigned teacher for more than fifteen (15) consecutive days, he/she will be paid retroactively at the long term rate. Aides are paid a flat rate.
3. The district may re-assign a substitute to another assignment. If a substitute reports to an assignment assigned by SFE, the substitute will be paid for at least a half day.

PAY PERIODS

McAllen Independent School District employees are paid every other Friday with the exception of some early pay dates. Pay checks are either mailed or automatically deposited with the banking institution of your choice.

WORK/PAY RECORDS

It is important for you to keep your own accurate calendar and record of the dates, job numbers and time periods that you have worked or are scheduled to work. Upon checking out at the building, after completing your assignment, you should plan to always verify your hours worked with the school secretary. The school secretary will be responsible for verifying the accuracy of each days work/pay records before the information is submitted to payroll.

EVALUATION OF PERFORMANCE

A substitute teacher report form is provided for each substitute teacher to complete regarding his/her specific assignment. Please submit this form to the building principal or his/her designee at the close of the school day. Classroom teachers are requested to comment upon the performance of the substitute teacher by way of the Substitute Teacher Information Form. The building principal or his/her designee may periodically evaluate the performance of the substitute teacher through a classroom observation. All evaluations regarding the performance of a substitute teacher will be filed with the Human Resources Office.

Responsibilities of A Substitute Teacher

District Expectations

ETHICS

A substitute teacher is expected to observe the code of ethics of the regular faculty. The records and information to which the substitute teacher has access should be handled with utmost discretion. Professionalism is expected. Guard against making unfavorable and unprofessional comparisons about schools, classes, students, or educational personnel. If differences in opinion as to methods and aims do exist and could prove beneficial to our system, please inform the principal of the building. However, carrying stories from school to school or school to community is not advisable nor condoned.

INFORMATION

Any outsider seeking information should be directed to the office. Do not give anyone permission to take a child from the room without the principal's permission.

ARRIVAL AND DEPARTURE TIME

Be sure to check the SFE system before leaving home for a job to make sure the job still exists. Elementary substitutes are to report twenty (20) minutes before classes begin and secondary substitutes are to report fifteen (15) minutes before classes begin. This also includes half day assignments. Half day assignments entered on the SFE system by the employee may have specific starting and ending times. However, in order to establish guidelines, the schedule includes standard starting times for a p.m. assignment. Half day assignments will be for a minimum of three hours and forty-five minutes.

Substitute teachers at the secondary level are expected to report for the first hour and to remain in the building for the last hour, even if the absent teacher has a prep period at the beginning or end of the day. Generally, there is the preparation of materials, written reports, and other tasks to be accomplished during that time. Also, in the case of a last minute or emergency absence, you may be asked to substitute during the prep period.

UNIVERSAL PRECAUTIONS

Substitute teachers are asked to practice universal precautions to prevent the transmission of bloodborne diseases in the workplace. If you have blood-to-blood contact with another person's blood or other bodily fluid containing blood during the course of your workday, please file a post-exposure report with the school nurse by the end of the day.

TERMINATION OF EMPLOYMENT

If you wish to terminate your availability at any time, please contact the Human Resource Office. The district reserves the right to terminate a substitute teacher at any time for reasons deemed appropriate by the district.

REPORTING CASES OF CHILD ABUSE/NEGLECT

All substitute teachers are reminded that we are obligated to report any and all suspected cases of child abuse/neglect. If, during the course of your substitute teaching, you identify any student that you suspect, either through your visual observance, through comments you may hear by fellow students or if the student him – or herself advises you that he/she has been abused or neglected, we must report that information to child protective services. Substitute teachers should immediately notify the principal's office of any suspected abuse/neglect. It is not the responsibility of the school district to prove abuse or neglect. That responsibility lies with the child protective services following their investigation of any and all complaints. We are obligated however, to report our suspicion of abuse/neglect to protective services. They then are obligated to follow up with an immediate investigation within twenty-four hours.

Following your report to the principal's office, the principal will then contact protective services directly or provide you with directions to make the contact on behalf of the school district. Regardless of the procedure, you should follow up to be sure that someone from the school district has reported the suspected abuse/neglect to the appropriate agency.

ASSIGNMENT EXTENSION

Substitutes must check with the office at the close of the school day to see whether they are to report the following day. It is best for all concerned that the substitute continues with the assignment until the return of the regular classroom teacher.

SUGGESTIONS FOR WHEN LESSON PLANS ARE NOT AVAILABLE

There will be times when you will be faced with very sketchy lesson plans or with no plans at all. Similarly there may be occasions when the proposed materials may be too difficult to cover adequately without preparation. Following are some suggestions for handling this situation.

1. Check with the office to see if the regular teacher has left instructions there. At the secondary schools, check with the department head if there are no plans left in the room.
2. Try to maintain continuity of lessons by referring back to the last completed day in the lesson plan book if one is available. Try to provide a reasonable follow-up to the previous lesson.
3. Younger students are sometimes upset by a departure from regular routines. Try to maintain their regular schedule as much as possible but let them know that some things will be done differently that day. Ask for their cooperation and help them to understand that you need to organize your work lessons in your own way.
4. Accumulate your own materials (a "survival kit") including materials such as educational games, word puzzles, creative writing exercises, additional reading, math worksheets and other general assignments.

LOCK DOWNS

Check with the office as to the procedure and code.

FIRE DRILLS/BOMB THREATS

Check with the office as to exit routes and procedures.

Discipline

Substitute teachers are responsible for the control of classes. The building principal or assistant principal will assist with problems when necessary. It is normal for the students to “test” new substitute teachers. Do not let students get out of control. The District expects you to be in charge of the room. The McAllen Independent School District **FORBIDS** corporal punishment in any form.

SUGGESTIONS FOR SUCCESSFUL STUDENT DISCIPLINE

1. Be fair, firm, and consistent
2. Praise in public; criticize in private
3. Do not use sarcasm or other embarrassing methods
4. Do not use “group” punishment
5. Use the positive approach
6. Call attention to a student’s good behavior rather than misbehavior
7. Identify standards and stick to them
8. Know and adhere to the policy that corporal punishment is **NEVER** administered

IDEAS FOR EFFECTIVE CLASSROOM MANAGEMENT

Classroom management encompasses all of the things that teachers do to obtain and maintain student cooperation and involvement in classroom learning. Studies indicate that successful management includes both responding effectively when problems arise and in preventing problems from happening. Effective classroom teachers are skilled at giving clear directions and information. These teachers express desired attitudes and behavior; prepare levels of student success; provide clear expectations for work standards; offer consistent responses to appropriate and inappropriate student behavior; and generally use classroom procedures and rules to handle discipline problems.

The following are some suggestions that will help ensure a successful substitute experience for both the substitute teacher and for the students:

1. Arrive in plenty of time to acquaint yourself with the school’s procedure, the teacher’s lesson plans, the room layout and to obtain any additional materials or equipment that may be needed.
2. When the students arrive, introduce yourself and put your name on the board, so that all students will be able to see it. The initial impression of the substitute teacher is a significant factor in successful classroom management. Self-confidence, patience, resourcefulness, flexibility and enthusiasm are important pre-requisites for achieving your goal.
3. Take attendance yourself. Quickly learn the students’ names and try to call the students by their names. To help remember names, use a seating chart or name tags and jot down notes relating to specific students. A student is more likely to behave if the substitute

- knows his or her name. In addition, verify that the number of students in the room corresponds with the attendance list.
4. Classroom control is essential. Remember that discipline is based on understanding and open communication. Deal with it early and your day will be much more pleasant and rewarding.
 5. Fill out a student discipline/referral when a discipline problem arises that you are unable to handle. Here are five methods/tracks for referring a student.
 - A. Send the student with the referral form to the office.
 - B. Send the referral to the office by way of another student.
 - C. During an off period, such as a conference period, deliver the referral to the office.
 - D. Deliver the referral to the office at the end of the day.
 - E. Leave the referral for the regular teacher to review and/or handle.
 6. Strive to maintain the established classroom routine. Present the material the teacher asked you to cover and keep the student busy with that work for the time scheduled. If you are unsure of directions from the notes left by the teacher, ask another teacher of the same grade level or subject areas for some additional information, as it is important for the students to feel that you understand the material. They also need to realize that this is the work their regular teacher would be asking from them if he/she were present. If you are questioned by the students about changes you need to make, simply explain that while you are the teacher, things may be done a bit differently. Help the students to understand your need to organize your work.
 7. Be prepared with some alternative plans of your own – a general assignment, an academically related game, additional reading or a word puzzle which you bring with you – to use if the absent teacher's assignment is completed early. If the students have a meaningful activity to do, maintaining classroom order will be easier. Consider investing in several transparencies and erasable markers to assist you in reviewing and/or summarizing quizzing.
 8. Do not excuse a student from class or school without direct authorization from the office.
 9. Report any classroom accidents or child injury to the office immediately.

Substitute Teacher Hints/Suggestions (From, To and For Substitutes)

1. Maintain a substitute packet/materials.
2. If there is no seating chart, make one.
3. Do your best to follow the lesson plans.
4. Be enthusiastic.
5. Be respectful.
6. Be professional.
7. Never leave your class unattended.
8. Know/meet the teacher next door.
9. Send only one student to the restroom at a time.
10. Call students by name.
11. Do not let students start any name calling.
12. Stand in the hall/doorway between classes.
13. Have a couple of extra pens/pencils for those students who have “forgotten”.
14. Ask a student for his ID or something of value when he or she wants to borrow a pen/pencil.
15. Identify several “trustworthy” students to help you.
16. Never let a class go early to lunch or to the next class unless instructed to do so.
17. Never let a student have a pen without an ink cartridge.
18. Don’t make statements lightly – students will remember.
19. Make your expectations and rules very clear.
20. Make sure students return items which should remain in the classroom.
21. Don’t let any student have a knife or weapon. Have them give it to you and/or contact the office for help.
22. Do not grab a student.
23. Don’t let students wear hats in the classroom.
24. Walk around the room.
25. Don’t let students manipulate you by protesting or saying, “we never do that”.
26. Be assertive.
27. Use common sense.
28. Ask another teacher for help.
29. It is better not to argue. Instead say, “I know this may not be the way Ms. Sanchez does it, but this is the procedure for today”.
30. Give feedback to the teacher – positive and negative.
31. Correct the student’s work for the day, if possible.
32. Be neat in your appearance. Look professional.
33. Find out who you can go to with a problem.
34. Do not discuss the teacher’s class with other people.
35. Do not let students use a phone in the classroom.
36. If a student shows up to class on time, with pen, pencil, paper, folder, books, notebook, etc., sits in their assigned seat and appears to be keen on being ready for class to start, you probably have identified a student that you might go to for help.

**McAllen Independent School District
Classroom Teacher's Report**

Feedback Concerning Substitute Teacher Performance

Substitute Teacher's Name: _____ Date(s) substituted: _____

School: _____ Grade/Subject: _____

The McAllen Independent School District recognizes that substitute teaching plays a significant role in the instructional program. The observations of the classroom teacher perform an integral role in assisting the Human Resources Office in the selection of substitute teachers who contribute to a program of quality instruction and educational continuity. Please complete this report and return it to the school office upon your return to the classroom.

Directions: Check appropriate responses. Comments are encouraged. Negative responses ("no") must be accompanied by explanatory comments.

CONDITIONS OF INSTRUCTIONS	YES	NO
1. Adequate lesson plans, materials and information were provided	_____	_____
2. Students were oriented to classroom procedures during my absence	_____	_____

PERFORMANCE OF SUBSTITUTE		
1. Records were accurately completed	_____	_____
2. Lesson plans were implemented	_____	_____
3. Effective classroom control was maintained	_____	_____
4. Students reflect a positive response	_____	_____
5. Anecdotal report of classroom activity was provided	_____	_____
6. Behavior ethical to the standards of the teaching profession appears to have been exhibited	_____	_____
7. Classroom materials, etc., were left in order at the close of the school day	_____	_____
8. I would recommend return of this substitute	_____	_____

COMMENTS: _____

Please return this form to _____
Classroom Teacher's Signature _____ Date _____

10 Things Teachers Can Do For Substitutes In Their Classroom

Teachers play an important role in the success and/or stress of a substitute teaching assignment. Listed below are 10 suggestions that can simplify the task of substitute teaching and foster meaningful instruction.

1. Provide a seating chart.
2. Provide a list of trustworthy students the substitute can count on for assistance.
3. Clearly display class rules/expectations and consequences.
4. Make class aware of what is expected of them when a substitute is called to substitute.
5. Provide a map of the school.
6. Provide the names of neighboring teachers, department and/or grade level chairs and assistant principals.
7. Provide a general class schedule outlining daily routine. At the middle school and high school level, indicate the beginning and ending time of each class period, your prep time, and assembly schedule.
8. Inform substitute teachers about instructional aides who work in your room and leave specific instructions for them.
9. Address common issues with which the substitute teacher might be confronted:
 - a. Are students allowed to leave class to go to the restroom?
 - b. Are students ever allowed to leave class early for lunch, recess, or sporting events?
 - c. Is more than one student allowed out of the room at a time?
 - d. Do students leaving the room need a hall pass?
 - e. Do students usually work in groups or independently?
 - f. Do you help supervise the cafeteria or have any other extra duties outside the classroom that the substitute needs to fulfill?
 - g. Should students hand in their work to the substitute or keep it until you return?
10. Leave real lessons and engaging activities for substitute teachers to teach, rather than videos and busy work.

Sample

Substitute Teacher Report

Substitute: _____

Date: _____

Phone Number: _____

Grade/Subject: _____

Substituted for: _____

School: _____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Student Assistants:

Students who were absent:

Messages for the permanent teacher:

Please let me know of any areas you feel I can improve to be a better substitute for you.

Notification of Rights under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible student”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask McAllen Independent School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the deviation and advise them of their right to a hearing regarding the amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist; or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official performing his or her tasks.

A school official has a legitimate education interest if the needs to review an education record in order to fulfill his or her professional responsibility.

4. Parents and eligible students may file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The agency and address that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independent Avenue SW
Washington, DC 20202-4605

MISSION
STATEMENT

The mission of the District, an educational system committed to continuous improvement and responsive to the desires of our diverse community, is to provide a flexible, student-centered learning environment which meets the needs of each student and empowers all students to become successful citizens who are motivated to improve society in a rapidly changing world. This mission can only be accomplished in collaboration with the parents, citizens, institutions, and businesses of our community.

Commencement goals Commencement goals and indicators for District students are listed below. A District graduate is to:

1. Have mastery of essential academic skills, including technology applications
 - a. Be proficient in basic skills.
 - b. Use resources for research.
 - c. Read critically and for enjoyment.
 - d. Analyze and interpret graphs, charts, and tables.
 - e. Think critically and creatively.
 - f. Know about social, political, and economic issues.
2. Be an effective communicator
 - a. Be proficient in English grammar and vocabulary.
 - b. Listen, speak, and write effectively.
 - c. Possess people skills.
 - d. Plan and present information effectively.
 - e. Use appropriate body language.
 - f. Be mindful of audience and purpose.
 - g. Know how to question and respond with purpose.
3. Be a team player
 - a. Be open-minded and flexible.
 - b. Know how to reach agreement.
 - c. Work collaboratively.
 - d. Be a leader.
 - e. Be a producer.
4. Be a problem solver
 - a. Analyze, synthesize, and interpret information.
 - b. Identify problems/plan solutions.
 - c. Think critically and creatively.

- d. Be objective.
- e. Be a responsible decision maker.
- 5. Be a lifelong learner
 - a. Keep pace with new technology.
 - b. Possess a thirst for knowledge.
 - c. Seek continuous personal growth.
 - d. Be aware of the world geographically and politically.
 - e. Be involved in the community.
 - f. Have respect for diversity.
- 6. Have respect for self, others, and the environment
 - a. Be aware of global issues.
 - b. Show compassion and acceptance of others.
 - c. Preserve, conserve, and recycle.
 - d. Possess self-worth and esteem.
 - e. Conduct oneself ethically.
- 7. Demonstrate honesty/integrity
 - a. Demonstrate self-discipline.
 - b. Stand up for personal values.
 - c. Show respect for the property of others.
 - d. Be truthful and sincere.
 - e. Possess a work ethic and responsibility.
- 8. Demonstrate creative expression in the fine arts
 - a. Have experienced a performance or production in the visual arts, music, theater arts, or dance.
 - b. Understand basic elements in the visual arts, music, theater arts, or dance (i.e., style, line, form).
 - c. Recognize how the fine arts enrich lifelong learning.
 - d. Have an awareness of genres and cultural/historical perspectives in the fine arts.
 - e. Appreciate artistic performance.
- 9. Be personally responsible and accountable
 - a. Have respect for rules and order.
 - b. Be goal and task oriented.
 - c. Use organizational skills to plan and produce results.
 - d. Show perseverance, self-discipline, and commitment.
 - e. Possess self-motivation and initiative.
 - f. Accept logical consequences.
- 10. Be committed to health and wellness
 - a. Maintain a wholesome, active lifestyle.
 - b. Practice proper nutrition and personal hygiene.

- c. Value self.
 - d. Know dangers of tobacco, alcohol, and other drug use.
 - e. Know how to cope with stress.
 - f. Be emotionally sound and confident.
 - g. Know how to utilize community resources.
11. Be career oriented
- a. Know career options and have a career plan.
 - b. Understand relevance of education to careers.
 - c. Possess interviewing skills.
 - d. Be aware of technical, personal, and business resources.
 - e. Know how to access information and support.
12. Be competent in a second language
- a. Understand a second language.
 - b. Converse in a second language.
- Have an awareness of verbal and nonverbal cultural interpretations.

DATE ISSUED: 01/29/2008
UPDATE 82
AE(LOCAL)-X

PUBLIC EDUCATION MISSION, GOALS, AND OBJECTIVES

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of mathematics.

GOAL 3: The understanding of science.

GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

DATE ISSUED: 1/29/2008

UPDATE 82

AE(EXHIBIT)-P

EQUAL EMPLOYMENT
OPPORTUNITY

NONDISCRIMINATION —
IN GENERAL

The District shall not fail or refuse to hire or discharge any individual, or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment on the basis of any of the following protected characteristics:

1. Race, color, or national origin;
2. Sex;
3. Religion;
4. Age (applies to individuals who are 40 years of age or older); or
5. Disability.

42 U.S.C. 1981; 42 U.S.C. 2000e et seq. (Title VII); 20 U.S.C. 1681 et seq. (Title IX); 42 U.S.C. 12111 et seq. (Americans with Disabilities Act); 29 U.S.C. 621 et seq. (Age Discrimination in Employment Act); 29 U.S.C. 793, 794 (Rehabilitation Act); U.S. Const. Amend. I; Labor Code Chapter 21 (Texas Commission on Human Rights Act)

Title VII proscribes employment practices that are overtly discriminatory (disparate treatment), as well as those that are fair in form but discriminatory in practice (disparate impact). *Wards Cove Packing Co. v. Atonio*, 490 U.S. 642 (1989)

DISPARATE
TREATMENT

Disparate treatment (intentional discrimination) occurs when members of a race, sex, or ethnic group have been denied the same employment, promotion, membership, or other employment opportunities as have been available to other employees or applicants. *29 CFR 1607.11*

DISPARATE IMPACT

Disparate impact occurs when an employer uses a particular employment practice that causes a disparate (disproportionate) impact on the basis of race, color, religion, sex, or national origin and the employer fails to demonstrate that the challenged practice is job-related and consistent with business necessity. *42 U.S.C. 2000e-2(k)(1)(A)*

JOB QUALIFICATION

The District may take employment actions based on religion, sex, national origin, or age in those certain instances where religion, sex, national origin, or age is a bona fide occupational qualification. *42 U.S.C. 2000e-2(e); 29 U.S.C. 623(f)*

EMPLOYMENT POSTINGS

The District shall not print or publish any notice or advertisement relating to District employment that indicates any preference, limitation, specification, or discrimination based on race, color, religion, sex, or national origin, unless the characteristic is a bona fide occupational qualification. *42 U.S.C. 2000e-3(b)*

HARASSMENT OF
EMPLOYEES

The District has an affirmative duty to maintain a working environment free of harassment on the basis of sex, race, color, religion, and national origin. *42 U.S.C. 2000e et seq.; 29 CFR 1606.8(a), 1604.11* [See DIA]

RETALIATION	The District may not discriminate against any employee or applicant for employment because the employee or applicant has opposed any unlawful, discriminatory employment practices or participated in the investigation of any complaint related to an unlawful, discriminatory employment practice. <i>29 U.S.C. 623(d) (ADEA); 42 U.S.C. 2000e-3(a) (Title VII); 34 CFR 100.7(e) (Title VI); 34 CFR 110.34 (Age Act); 42 U.S.C. 12203 (ADA); <u>Jackson v. Birmingham Bd. of Educ.</u>, 544 U.S. 167 (2005) (Title IX)</i>
NOTICES	The District shall post in conspicuous places upon its premises a notice setting forth the information the Equal Employment Opportunity Commission deems appropriate to effectuate the purposes of the anti-discrimination laws. <i>29 U.S.C. 627; 42 U.S.C. 2000e-10</i>
SECTION 504 NOTICE	<p>A district that employs 15 or more persons shall take appropriate steps to notify applicants and employees, including those with impaired vision or hearing, that it does not discriminate on the basis of disability.</p> <p>The notice shall state:</p> <ol style="list-style-type: none"> 1. That the District does not discriminate in employment in its programs and activities; and 2. The identity of the District's 504 coordinator. <p>Methods of notification may include:</p> <ol style="list-style-type: none"> 1. Posting of notices; 2. Publication in newspapers and magazines; 3. Placing notices in District publications; and 4. Distributing memoranda or other written communications. <p>If the District publishes or uses recruitment materials containing general information that it makes available to applicants or employees, it shall include in those materials a statement of its nondiscrimination policy.</p>
AGE DISCRIMINATION	The District may take an employment action on the basis of age pursuant to a bona fide seniority system or a bona fide employee benefit plan. However, a bona fide employee benefit plan shall not excuse the failure to hire any individual and no such benefit plan shall require or permit the involuntary retirement of any individual because of age. <i>29 U.S.C. 623(f)</i>
SEX DISCRIMINATION GENDER STEREOTYPES	An employer may not evaluate employees by assuming or insisting that they match the stereotype associated with their group. <i><u>Price Waterhouse v. Hopkins</u>, 490 U.S. 228 (1989)</i>
PREGNANCY	The prohibition against discrimination on the basis of sex includes discrimination on the basis of pregnancy, childbirth, or related medical conditions. The District shall treat women affected by pregnancy, childbirth, or related medical conditions the same for all employment-related purposes, including receipt of benefits under fringe benefit programs. <i>42 U.S.C. 2000e(k)</i>
EQUAL PAY	The District may not pay an employee at a rate less than the rate the employer pays employees of the opposite sex for equal work on jobs the performance of which require equal skill, effort, or responsibility and which are performed under similar working conditions. This rule does not apply if the payment is pursuant to a seniority system, a merit system, a system that measures earnings by quantity or

quality of production, or a differential based on any other factor other than sex. 29 U.S.C. 206(d); 34 CFR 106.54

RELIGIOUS DISCRIMINATION

The prohibition against discrimination on the basis of religion includes all aspects of religious observances and practice, as well as religious belief, unless the District demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship to the District's business. "Undue hardship" means more than a *de minimus* (minimal) cost. 42 U.S.C. 2000e(j); 29 CFR 1605.2

The District may not substantially burden an employee's free exercise of religion, unless the burden is in furtherance of a compelling governmental interest and is the least restrictive means of furthering that interest. *Civ. Prac. & Rem. Code 110.00*

DISABILITY DISCRIMINATION

The District shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability, unless the District can demonstrate that the accommodation would impose an undue hardship on the operation of the District. 42 U.S.C. 12112(b); 29 CFR 1630.9; 29 U.S.C. 794; 34 CFR 104.11; *Labor Code 21.051* [See DBB regarding medical examinations and inquiries under the Americans with Disabilities Act]

DISCRIMINATION BASED ON RELATIONSHIP

The District shall not exclude or deny equal jobs or benefits to, or otherwise discriminate against, a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a family, business, social, or other relationship or association. 42 U.S.C. 12112(b)(4); 29 CFR 1630.8; 34 CFR 104.11

DEFINITIONS

"Disability" means a physical or mental impairment that substantially limits one or more of an individual's major life activities, a record of having such an impairment, or being regarded as having such an impairment. "Major life activities" are such functions as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. 42 U.S.C. 12102(2); 29 CFR 1630.2(g)-(l); 28 CFR 35.104; 34 CFR 104.3(j), (l); *Labor Code 21.002(6)*

"Qualified individual with a disability" means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that the individual holds or desires. Consideration shall be given to the District's judgment as to what functions of a job are essential. A written job description prepared before advertising or interviewing applicants for the job is evidence of the job's essential functions. 42 U.S.C. 12111(8); 29 CFR 1630.2(m), (n); 34 CFR 104.3(l); *Labor Code 21.105*

USE OF ILLEGAL DRUGS

The term "qualified individual with a disability" does not include any employee or applicant who is currently engaging in the illegal use of drugs, when the District acts on the basis of such use.

DRUG TESTING

The District is not prohibited from conducting drug testing of employees and applicants for the illegal use of drugs or making employment decisions based on the results of such tests. 42 U.S.C. 12114(c), (d) [See DHE]

ALCOHOL USE	The term “qualified individual with a disability” does not include an individual who is an alcoholic and whose current use of alcohol prevents the employee from performing the duties of his or her job or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others. <i>42 U.S.C. 12114(a); 29 CFR 1630.3(a); 28 CFR 35.104; 29 U.S.C. 705(20)(C)</i>
REASONABLE ACCOMMODATION	<p>“Reasonable accommodation” includes:</p> <ol style="list-style-type: none"> 1. Making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and 2. Job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. <p><i>42 U.S.C. 12111(9); 29 CFR 1630.2(o); 34 CFR 104.12(b)</i></p>
UNDUE HARDSHIP	“Undue hardship” means an action requiring significant difficulty or expense when considered in light of the nature and cost of the accommodation needed, overall financial resources of the affected facility and the District, and other factors set out in law. <i>42 U.S.C. 12111(10); 29 CFR 1630.2(p); 34 CFR 104.12(c)</i>
DIRECT THREAT TO HEALTH OR SAFETY	As a qualification standard, the District may require that an individual not pose a direct threat to the health or safety of other individuals in the workplace. “Direct threat” means a significant risk to the health or safety of the individual or others that cannot be eliminated by reasonable accommodation. <i>42 U.S.C. 12111(3); 29 CFR 1630.2(q)</i>
COMMUNICABLE DISEASES	The District may refuse to assign or continue to assign an individual to a job involving food handling if the individual has an infectious or communicable disease that is transmitted to others through handling of food. <i>42 U.S.C. 12113(d); 29 U.S.C. 705(20)(D); 29 CFR 1630.16(e); Labor Code 21.002(6)(B)</i>
MILITARY SERVICE	The District shall not deny initial employment, reemployment, retention in employment, promotion, or any benefit of employment on the basis of membership in a uniformed service, performance in a uniformed service, application for uniformed service, or obligation to a uniformed service. The District shall not take adverse employment action or discriminate against any person who takes action to enforce protections afforded by the Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA). <i>38 U.S.C. 4311</i> [See also DEC]
GRIEVANCE POLICIES SECTION 504	A district that receives federal financial assistance and that employs 15 or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act. <i>34 CFR 104.7(b), 104.11</i>
AMERICANS WITH DISABILITIES ACT	A district that employs 50 or more persons shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by the Americans with Disabilities Act. <i>28 CFR 35.107, 35.140</i>
TITLE IX	A district that receives federal financial assistance shall adopt and publish grievance procedures providing for prompt and equitable resolution of employee

complaints alleging any action prohibited by Title IX. *34 CFR 106.8(b)*; *North Haven Board of Education v. Bell*, 456 U.S. 512 (1982) [See DIA]

COMPLIANCE
COORDINATOR

The District shall designate at least one employee to coordinate its efforts to comply with Title IX, Section 504, the Age Act, and the ADA. The District shall notify all employees of the name, office address, and telephone number of the employee(s) so designated. *34 CFR 104.7(b), 104.11; 28 CFR 35.107, 35.140; 34 CFR 106.8(b)*

DATE ISSUED: 7/09/2008
UPDATE 83
DAA(LEGAL)-B

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT
AND RETALIATION

DIA
(LOCAL)

Note: This policy addresses discrimination, harassment and retaliation involving District employees. In this policy, the term “employees” includes former employees and applicants for employment. For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, gender identity, 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 stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination 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:

1. 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
2. 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

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

EXAMPLES

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

PROHIBITED CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

DEFINITION OF DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Steve Ellis

Position: Executive Director for Human Resources

Address: 2000 North 23rd Street, McAllen, TX 78501

Telephone: (956) 618-6005

ADA / SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973:

Name: Steve Ellis
Position: Executive Director for Human Resources
Address: 2000 North 23rd Street, McAllen, TX 78501
Telephone: (956) 618-6005

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF
THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

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

APPEAL

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

RECORDS RETENTION

Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

ACCESS TO POLICY

This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

DATE ISSUED: 7/09/2008
UPDATE 83
DAA(LEGAL)-B

McAllen ISD
108906

EMPLOYMENT OBJECTIVES:
OBJECTIVE CRITERIA FOR PERSONNEL DECISIONS

DAB
(LOCAL)

The Board establishes the following objective criteria for decisions regarding the hiring, dismissal, reassignment, promotion, and demotion of District personnel. These criteria are not rank-ordered and may be considered in whole or in part in making such decisions.

1. Academic or technical preparation, supported by transcripts.
2. Proper certification for grade level, subject, or assignment, including emergency permits and endorsements for specific subjects, programs, or positions.
3. Experience.
4. Recommendations and references.
5. Appraisals and other performance evaluations.
6. The needs of the District.

DATE ISSUED: 11/29/2005
UPDATE 77
DAB(LOCAL)-A

EMPLOYMENT POLICIES	The Board shall adopt a policy providing for the employment and duties of District personnel. The policy shall provide that:
SUPERINTENDENT	1. The Board employs and evaluates the Superintendent;
SELECTION OF PERSONNEL	2. The Superintendent has sole authority to make recommendations to the Board regarding the selection of all personnel, except that the Board may delegate final authority for those decisions to the Superintendent [see SUPERINTENDENT RECOMMENDATIONS, below];
CAMPUS ASSIGNMENTS	3. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DP]; and
JOB POSTINGS	4. Notice will be provided of vacant positions [see POSTING OF VACANCIES, below].
EMPLOYEE GRIEVANCES	<p>The employment policy must provide each employee with the right to present grievances to the Board. [See DGBA]</p> <p>The policy may not restrict the ability of an employee to communicate directly with a member of the Board regarding a matter relating to the operation of the District, except that the policy may prohibit ex parte communication relating to:</p> <ol style="list-style-type: none">1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the Board. <p><i>Education Code 11.1513</i></p>
CONTRACT POSITIONS	The Board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. <i>Education Code 21.002(c)</i>
DELEGATION OF AUTHORITY	The District's employment policy may specify the terms of District employment or delegate to the Superintendent the authority to determine the terms of employment with the District. <i>Education Code 11.1513(c)</i>
NEPOTISM	A superintendent to whom the Board has delegated final hiring authority to select personnel is a "public official" with appointment authority for purposes of the nepotism laws. <i>Atty. Gen. Op. GA-123 (2003)</i> [See DBE]
INTERNAL AUDITOR	If the District employs an internal auditor, the Board shall select the internal auditor and the internal auditor shall report directly to the Board. <i>Education Code 11.170</i>
SUPERINTENDENT RECOMMENDATION	The Board may accept or reject the Superintendent's recommendation regarding the selection of District personnel and shall include the Board's acceptance or

rejection in the minutes of the Board's open meeting, in the certified agenda or tape recording of a closed meeting, or in the recording required under Government Code 551.125 or 551.127, as applicable. If the Board rejects the Superintendent's recommendation, the Superintendent shall make alternative recommendations until the Board accepts a recommendation. *Education Code 11.1513*

POSTING OF
VACANCIES

The District's employment policy must provide that not later than the tenth school day before the date on which the District fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the Board, the District must provide to each current District employee:

1. Notice of the position by posting the position on:
 - a. A bulletin board at:
 1. A place convenient to the public in the District's central administrative office, and
 2. The central administrative office of each campus during any time the office is open; and
 - b. The District's Internet Web site, if the District has a Web site; and
2. A reasonable opportunity to apply for the position.

Education Code 11.1513(d)

EXCEPTION

If, during the school year, the District must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than ten school days, the District must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, the District is not required to provide the notice for ten school days before filling the position or to provide a reasonable opportunity to apply for the position. *Education Code 11.1513(e)*

CONTRACT
EMPLOYEES

The District shall employ each classroom teacher, principal, librarian, nurse, or counselor under a probationary contract, a continuing contract, or a term contract. The District is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

"Classroom teacher" means an educator who is employed by the District and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator. *Education Code 5.001(2)*

LENGTH OF
CONTRACT

A contract between the District and an educator must be for a minimum of ten months of service. An educator employed under a ten-month contract must provide a minimum of 187 days of service. The Commissioner may reduce the number of days of service, but such a reduction by the Commissioner does not reduce an educator's salary. *Education Code 21.401*

EDUCATIONAL AIDES The Board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.214(f); 19 TAC Chapter 21*

EMPLOYMENT OF RETIREES
REPORT TO TRS The District shall file a monthly certified statement of employment of a retiree in the form and manner required by TRS. The District shall inform TRS of changes in status of the District that affect the District’s reporting responsibilities.

The certified statement must include information regarding employees of third party entities if the employees are service or disability retirees who were first employed by the third party entity on or after May 24, 2003, and are performing duties or providing services on behalf of or for the benefit of the District.

An administrator of the District who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

Gov’t Code 824.6022, 825.403(k); 34 TAC 31.2

ACUTE SHORTAGE AREAS For purposes of Government Code 824.602(a)(5) (permitting certain retirees to return to work in acute shortage areas) the Board shall determine by rule whether there are acute shortage areas in the District based on TEA’s acute shortage area guidelines. The guidelines must include:

1. A list of acute shortage areas;
2. Suggested criteria for identifying local acute shortage areas; and
3. A requirement that a certified applicant for a position as a classroom teacher who is not a retiree be given preference in hiring.

Gov’t Code 824.602(m)

NEW HIRES
I-9 FORMS The District shall ensure that an employee properly completes section 1—“Employee Information and Verification”—on Form I-9 at the time of hire.

The District must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If the District hires an individual for employment for a duration of less than three business days, the District must verify employment at the time of hire.

The District shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times.

When the District rehires an individual, the District may, in lieu of completing a new I-9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.

2. For an individual whose employment authorization expires, not later than the date of expiration.

8 CFR 274a.2(b)(1)(ii), (iii), (vii), (viii)

NEW HIRE
REPORTING

The District shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and Social Security number of each newly hired employee. The report shall also contain the District's name, address, and employer identification number.

The District may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the District's payroll address for mailing of notice to withhold child support.

The District shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by magnetic media, as determined by the District and in a format acceptable to the attorney general.

DEADLINE

New hire reports are due:

1. Not later than 20 calendar days after the date the District hires the employee; or
2. In the case of the District transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

42 U.S.C. 653a(b), (c); Family Code 234.101–234.104; 1 TAC 55, Subch. I

SOCIAL SECURITY
NUMBERS

It shall be unlawful for the District to deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her Social Security number.

EXCEPTIONS

The above provision does not apply to:

1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the Social Security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;
2. Any disclosure to the District maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or
3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within the District's jurisdiction.

STATEMENT OF
USES

A district that requests disclosure of a Social Security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.

Privacy Act of 1974, Pub. L. No. 93-579, sec. 7(b), 88 Stat. 1896, 1897 (1974)

PERSONNEL DUTIES	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
POSTING VACANCIES	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
APPLICATIONS	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.
EMPLOYING RELATED EMPLOYEES	In all cases involving employment, fair and equitable hiring practices shall be observed. Employing personnel (those persons responsible for employment in the District, including those responsible for recommending the employment of others) shall avoid any act or practice that may be interpreted as preferential consideration shown to another employee or a potential employee. Employing personnel shall not be authorized to employ or recommend for employment any person who is related to the employing personnel within the third degree by consanguinity or the second degree by affinity (as defined in policy DBE).
APPROVAL BY BOARD	Recognizing that situations may arise where the best interest of the District would be served by granting an exception to this policy, notwithstanding any provision to the contrary contained in the foregoing sections of this policy, the Board may, upon the recommendation of the Superintendent, grant an exception to this policy in order to permit a situation prohibited by the preceding sections of this policy to exist or occur when it is of the opinion that the best interest of the District would be served by granting the exception.
EMPLOYMENT OF CONTRACTUAL PERSONNEL	<p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.</p> <p>The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]</p>
EMPLOYMENT OF NONCONTRACTUAL PERSONNEL	The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]
EXIT INTERVIEWS AND TERMINATION REPORTS	An exit interview shall be conducted, if possible, and an exit report shall be prepared for every employee who leaves employment with the District.

	<p>Personnel employed on an at-will basis include but are not limited to employees in the following categories: supervisors, managers, teachers with school district permits, paraprofessionals, and auxiliary personnel.</p>
<p>ASSIGNMENT AND EVALUATION</p>	<p>The Superintendent or designee has sole authority to notify employees of assignments, compensation rates, and conditions of employment.</p> <p>Evaluation of at-will employees shall be conducted by the principal or supervisor in accordance with administrative procedures. [See DN]</p>
<p>REASONABLE ASSURANCE OF EMPLOYMENT</p>	<p>At-will employees in positions normally requiring less than 12 months of service annually and who are expected to report to work at the beginning of the following school session shall be provided a letter of reasonable assurance of employment. [See CRF]</p>
<p>DISMISSAL</p>	<p>At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District. At-will employees who are dismissed shall receive pay through the end of the last day worked.</p>
<p>APPEAL TO BOARD</p>	<p>A dismissed employee may request to be heard by the Board in accordance with DGBA(LOCAL).</p>

CODE OF ETHICS AND STANDARD PRACTICES
FOR TEXAS EDUCATORS

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. 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.

1. Professional Ethical Conduct, Practices, and Performance.

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official 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 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, 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.

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.

	<p>All District employees shall perform their duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]</p> <p>All District employees shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.</p> <p>Employees wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]</p>
<p>VIOLATIONS OF STANDARDS OF CONDUCT</p>	<p>Employees shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as District employees. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]</p>
<p>SAFETY REQUIREMENTS</p>	<p>All employees shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.</p>
<p>HARASSMENT OR ABUSE</p>	<p>Employees shall not engage in prohibited harassment, including sexual harassment, of:</p> <ol style="list-style-type: none">1. Other employees. [See DIA]2. Students. [See FFH; see FFG regarding child abuse and neglect] <p>While acting in the course of their employment, employees shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.</p>
<p>RELATIONSHIPS WITH STUDENTS</p>	<p>Employees shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]</p>
<p>TOBACCO USE</p>	<p>Employees shall not use tobacco products on District premises, in District vehicles, or at school or school-related activities. [See also GKA]</p>
<p>ALCOHOL AND DRUGS</p>	<p>Employees shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:</p> <ol style="list-style-type: none">1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.2. Alcohol or any alcoholic beverage.3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.

4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

EXCEPTIONS

An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities, or who uses a drug authorized by a licensed physician prescribed for the employee’s personal use shall not be considered to have violated this policy.

NOTICE

Each employee shall be given a copy of the District’s notice regarding drug-free schools. [See DI(EXHIBIT)]

A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.

All employees, however, are presumed to have knowledge of the policies of the District, and the failure of the District to actually furnish an employee with a copy of this policy shall not be a defense to any action taken by the District against an employee for violation of this policy.

ARRESTS, INDICTMENTS, CONVICTIONS, AND OTHER ADJUDICATIONS

Each employee shall notify the District of any criminal statute conviction for a violation occurring in the workplace no later than five days after such conviction.

An employee shall 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 the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. 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;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession, transfer, sale, distribution, or conspiracy to possess, transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Acts constituting public intoxication, operating a motor vehicle while under the influence of alcohol, or disorderly conduct; or

- Acts constituting abuse under the Texas Family Code.

**PENALTIES FOR
DRUG VIOLATIONS**

Within 30 days of receiving notice of a conviction for a drug statute violation occurring in the workplace, the District shall either:

1. Take appropriate personnel action against the employee, up to and including termination; or
2. Require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency.

**NOTIFICATION OF
FEDERAL AGENCIES**

Federal law requires that entities/individuals receiving federal grants shall report employee violations of the Drug-Free Workplace requirements of this policy to the federal agency funding the grant. Within ten days after receiving notice of an employee conviction for a violation at the workplace, the District shall notify the Department of Education.

**DRESS AND
GROOMING**

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent.

Public solicitations in the schools shall be governed by the following:

1. The primary educational aims of the schools and the needs and interests of the students must be the first consideration at all times.
2. Schools shall not be used to promote private interests and causes.
3. Schools shall not be used for sales promotion of individual competitive goods or services, nor for concealed, misleading, or extravagant advertising.
4. Consideration shall be given in all cases to protecting students and teachers from exploitation and from unreasonable added work and responsibilities.

Solicitors shall not be permitted to contact teachers or other school employees while at work. This policy shall not be interpreted to exclude demonstrations of educational materials, books, or equipment used in the educational process so long as permission has been granted by the Superintendent or designee, and the building principal.

HAZARD COMMUNICATION ACT	The District shall perform the following duties in compliance with the Hazard Communication Act:
NOTICE	1. Post and maintain the notice promulgated by the Texas Department of State Health Services (TDSHS) in the workplace. <i>Health and Safety Code 502.017(a)</i>
EDUCATION AND TRAINING	2. Provide an education and training program for employees using or handling hazardous chemicals. "Employee" means any person who may be or may have been exposed to hazardous chemicals in the person's workplace under normal operating conditions or foreseeable emergencies. Workers such as office workers or accountants who encounter hazardous chemicals only in nonroutine, isolated instances are not employees for purposes of these requirements. <i>Health and Safety Code 502.003(10), 502.009</i>
	3. Maintain the written hazard communication program and a record of each training session to employees, including the date, a roster of the employees who attend, the subjects covered in the training session, and the names of the instructors. Records shall be maintained for at least five years. <i>Health and Safety Code 502.009(g)</i>
WORKPLACE CHEMICAL LIST	4. Compile and maintain a workplace chemical list that includes required information for each hazardous chemical normally present in the workplace or temporary workplace in excess of 55 gallons or 500 pounds, or as determined by the TDSHS for certain highly toxic or dangerous hazardous chemicals. The list shall be readily available to employees and their representatives. <i>Health and Safety Code 502.005(a), (c)</i>
	5. Update the list as necessary, but at least by December 31 each year, and maintain at least 30 years. Each workplace chemical list shall be dated and signed by the person responsible for compiling the information. <i>Health and Safety Code 502.005(b), (d)</i>
LABELING	6. As required by law, label new or existing stocks of hazardous chemicals with the identity of the chemical and appropriate hazard warnings, if such stocks are not already appropriately labeled. <i>Health and Safety Code 502.007</i>
MATERIAL SAFETY DATA SHEETS	7. Maintain a legible copy of the most current manufacturer's material safety data sheets (MSDS) for each hazardous chemical; request such sheets from the manufacturer if not already provided or otherwise obtain a current MSDS; make such sheets readily available to employees or their representatives on request. <i>Health and Safety Code 502.006</i>
PROTECTIVE EQUIPMENT	8. Provide employees with appropriate personal protective equipment. <i>Health and Safety Code 502.017(b)</i>

PEST CONTROL
TREATMENT NOTICE

The chief administrator or building manager shall notify persons who work in a District building or facility of a planned pest control treatment by both of the following methods:

1. Posting the sign provided by the certified applicator or technician in an area of common access the employees are likely to check on a regular basis at least 48 hours before each planned treatment.
2. Providing the official Structural Pest Control Service Consumer Information Sheet to any individual working in the building, on request.

Occupations Code 1951.455; 4 TAC 7.146

DRUG-FREE
AWARENESS
PROGRAM

The District shall establish a drug-free awareness program to inform employees about:

1. The dangers of drug use and abuse in the workplace.
2. The District's policy of maintaining a drug-free environment. [See DH(LOCAL)]
3. Drug counseling, rehabilitation, and employee assistance programs that are available in the community.
4. The penalties that may be imposed on employees for violation of drug use and abuse prohibitions. [See DI(EXHIBIT)]

EMPLOYEE
RESPONSIBILITY

All fees or charges associated with drug/alcohol abuse counseling or rehabilitation shall be the responsibility of the employee.

PLANNING AND
PREPARATION

Each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation including parent-teacher conferences, evaluating students' homework, and planning. A planning and preparation period may not be less than 45 minutes within the instructional day. During that time, a teacher may not be required to participate in any other activity.

Education Code 21.404

DUTY-FREE LUNCH

Each classroom teacher or full-time librarian is entitled to at least a 30-minute lunch period free from all duties and responsibilities connected with the instruction and supervision of students. *Education Code 21.405*

EXCEPTION

If necessary because of a personnel shortage, extreme economic conditions, or unavoidable or unforeseen circumstances, and in accordance with commissioner rules, the District may require a classroom teacher or librarian to supervise students during lunch no more than one day in any school week. *Education Code 21.405*

In determining whether an exceptional circumstance exists, the District shall use the following guidelines:

1. A personnel shortage exists when, despite reasonable efforts to use nonteaching personnel or the assistance of community volunteers to supervise students during lunch, no other personnel are available.
2. Extreme economic conditions exist when the percentage of a local tax increase, including the cost of implementing duty-free lunch requirements, would place the District in jeopardy of a potential roll-back election.
3. Unavoidable or unforeseen circumstances exist when, because of illness, epidemic, or natural or man-made disaster, the District is unable to find individuals to supervise students during lunch.

19 TAC 153.1001

PERSONNEL POSITIONS
SUBSTITUTE, TEMPORARY AND PART-TIME POSITIONS

PARENT
NOTIFICATION

If the District assigns an inappropriately certified or uncertified teacher [as defined in DBA(LEGAL)] to the same classroom for more than 30 consecutive instructional days during the same school year, it shall provide written notice of the assignment to the parents or guardians of students in that classroom.

The Superintendent shall provide the notice not later than the 30th instructional day after the date of the assignment of the inappropriately certified or uncertified teacher. The District shall make a good-faith effort to ensure that the notice is provided in a bilingual form to any parent or guardian whose primary language is not English. The District shall retain a copy of the notice and make information relating to teacher certification available to the public on request. [See also DBA(LEGAL)]

Education Code 21.057

CRIMINAL HISTORY
REVIEW

The District shall obtain all criminal history record information that relates to a substitute teacher for the District or shared services arrangement through the Department of Public Safety's criminal history clearinghouse. [See DBAA] *Education Code 22.0836*

LENGTH AND SCHEDULE	A school day shall be at least seven hours each day, including intermissions and recesses.
PLEDGES OF ALLEGIANCE	The Board shall require students, once during each school day, to recite the pledges of allegiance to the United States and Texas flags. On written request from a student's parent or guardian, the District shall excuse the student from reciting a pledge of allegiance.
MOMENT OF SILENCE	<p>The Board shall provide for the observance of one minute of silence following the recitation of the pledges of allegiance. During the one-minute period, each student may reflect, pray, or meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of the students during that period shall ensure that each student remains silent and does not act in a manner that is likely to interfere with or distract another student.</p> <p><i>Education Code 25.082</i></p>
KINDERGARTEN PROGRAM	A public school kindergarten may be operated on a half-day or full-day basis as determined by the Board. <i>Education Code 29.152</i>
GRANT PROGRAMS	The District may use funds from grants administered by the Commissioner to operate an existing half-day kindergarten on a full-day basis. <i>Education Code 29.155</i>
INTERRUPTIONS	The Board shall adopt and strictly enforce a policy limiting interruptions of classes during the school day for nonacademic activities such as announcements and sales promotions. At a minimum, the policy must limit announcements other than emergency announcements to once during the school day. <i>Education Code 25.083</i>

ADMISSION, REVIEW,
AND DISMISSAL
COMMITTEE

The District shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted. The ARD committee shall be the individualized education program (IEP) team defined at 34 CFR 300.344.

RESPONSIBILITIES
OF ARD COMMITTEE

The responsibilities of the ARD committee and the District include:

1. Evaluation, re-evaluation, and determination of eligibility for special education and related services;
2. Placement of students with disabilities including disciplinary changes in placement;
3. Development of the student's IEP;
4. Development and implementation of service plans for students who have been placed by their parents in private schools and who have been designated to receive special education and related services;
5. Compliance with the least restrictive environment standard;
6. Compliance with state requirements for reading diagnosis and state assessments;
7. Development of personal graduation plans;
8. Development of accelerated instruction under Education Code 28.0211 and intensive programs of instruction under Education Code 28.0213;
9. Evaluation, placement, and coordination of services for students who are deaf, hard of hearing, blind, or visually impaired; and
10. Determining eligibility for extracurricular activities, under Education Code 33.081.

19 TAC 89.1050(a); 34 C.F.R. 300.116(a), 300.321(a)

COMMITTEE
MEMBERS

The District shall ensure that each ARD committee meeting includes all of the following:

1. The parents of a child with a disability;
2. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
3. At least one special education teacher or, if appropriate, at least one special education provider of the child;

4. A representative of the District who:
 - a. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - b. Is knowledgeable about the general education curriculum; and
 - c. Is knowledgeable about the availability of resources of the District;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the ARD committee (who may be a member of the committee listed in items 2–5);
6. The child, if appropriate;
7. Other individuals who have knowledge or special expertise regarding the child at the discretion of the District or the parent;
8. For a child with an auditory impairment, including deaf-blindness, a teacher who is certified in the education of children with auditory impairments;
9. For a child with a visual impairment, including deaf-blindness, a teacher who is certified in the education of children with visual impairments;
10. For a child with limited English proficiency, a member of the language-proficiency assessment committee (LPAC), when selecting assessments; and
11. When considering initial or continued placement of a student in career and technology education (CATE), a representative from CATE, preferably the teacher.

20 USC 1414(d)(1)(B); 34 CFR 300.321; 19 TAC 75.1023(d)(1), 89.1131(b)(3)–(4), 101.1009

A District member of the ARD committee shall not be required to attend an IEP meeting, in whole or in part, if the parent and the District agree in writing that the attendance is not necessary because the member’s area of the curriculum or related services is not being modified or discussed during the meeting.

A District member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services if the parent, in writing, and the District consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting.

20 U.S.C. 1414(d)(1)(C); 34 CFR 300.321(e)

**MEMBERSHIP FOR
TRANSITION
MEETINGS**

If the purpose of the meeting is to consider postsecondary goals and the transition services needed to assist the student in reaching those goals, the District shall invite:

12. The student. If the student does not attend, the District shall take steps to ensure that the student's preferences and interests are considered.
13. To the extent appropriate, and with the consent of the parent or adult student, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b) [See EHBAD]

PARENT INVOLVEMENT

The District shall take steps to ensure that one or both parents of a student with a disability are present at each ARD committee meeting or are afforded an opportunity to participate, including:

1. Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend (the notice shall include the purpose, time, and location of the meeting, who will be in attendance, that persons with knowledge or special expertise may be invited by either the parent or the District, and that the Part C service coordinator or other representatives of the Part C system may be invited to the initial meeting for a child previously served under a Part C early childhood intervention program); and
2. Scheduling the meeting at a mutually agreed on time and place.

If the purpose of the meeting is to consider transition services, the notice must also indicate this purpose, indicate that the District will invite the student, and identify any other agency that will be invited to send a representative.

34 CFR 300.322(b); 19 TAC 89.1045

ALTERNATIVE MEANS OF MEETING PARTICIPATION

If neither parent can attend an ARD meeting, the district must use alternative means of meeting participation, such as individual or conference telephone calls. *20 U.S.C. 1414(f); 34 CFR 300.322(c)*

An ARD meeting may be conducted without a parent in attendance if the District is unable to convince the parents that they should attend, but the District shall have a record of its attempts to arrange a mutually agreed on time and place, such as detailed records of telephone calls, correspondence, or visits made or attempted and the results of any of those actions. *34 CFR 300.322(d)*

MEETINGS

The District shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. The committee shall review each child's IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. The ARD committee must also determine the child's placement once a year.

A "meeting" does not include informal or unscheduled conversations involving District personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provisions if those issues are not addressed in the child's IEP. A "meeting" also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

20 U.S.C. 1414(d)(4); 34 CFR 300.116(b)(1), 300.324(b), (c)(1)

MEETING AT
PARENT'S
REQUEST

A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. The District must respond to the request by holding the meeting or requesting TEA's assistance through the mediation process. The District shall inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate. *19 TAC 89.1045(b)*

TRANSFER STUDENTS

If a student transfers districts, and the student had a previous IEP in place, the District will provide the child with FAPE, including services comparable to those described in the previous IEP, in consultation with the parents, until:

1. In the case of a student who transfers within the state, the District adopts the previous IEP or develops, adopts, and implements a new IEP.
2. In the case of a student who had an IEP in effect in another state, the District conducts an evaluation, if determined necessary by the District, and develops, adopts, and implements a new IEP, if appropriate.

20 U.S.C. 1414(d)(2)(C)(i); 34 CFR 300.323(e), (f)

TRANSFER OF
RECORDS

The district in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous district.

The previous district shall take reasonable steps to promptly respond to the request from the new district.

20 U.S.C. 1414(d)(2)(C); 34 CFR 300.323(g)

INDIVIDUALIZED
EDUCATION PROGRAM
(IEP)

The District shall develop, review, and revise an IEP for each child with a disability. *20 U.S.C. 1412(a)(4); 34 CFR 300.320(a)*

At the beginning of each school year, the District shall have in effect, for each child with a disability in its jurisdiction, an IEP. *20 U.S.C. 1414(d)(2)(A); 34 CFR 300.323(a)*

The term "individualized education program" means a written statement for each child with a disability that includes:

1. A statement of the child's present levels of academic achievement and functional performance;
2. A statement of measurable annual goals, including academic and functional goals;
3. A description of how the child's progress toward the annual goals will be measured and when periodic reports on the progress of the child will be provided;

4. A statement of the specific special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child;
5. A statement of the program modifications or supports for school personnel that will be provided for the child;
6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
7. The projected dates for initiation of services and modifications and the anticipated frequency, location, and duration of these services and modifications;
8. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state or districtwide assessments;
9. If the ARD committee determines that the child must take an alternative assessment instead of a particular regular state or district-wide assessment, a statement of why the child cannot participate in the regular assessment and why the particular assessment selected is appropriate for the child;
10. Beginning not later than the first IEP to be in effect when the child is 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals and transition services needed to assist the child in reaching those goals [see EHBAD]; and
11. Beginning not later than one year before the child reaches the age of 17, a statement that the child has been informed of the rights that will transfer to the child upon reaching the age of majority.

20 U.S.C. 1414(d); 34 CFR 300.320; 19 TAC 89.1055

**TRANSLATION OF
IEP INTO NATIVE
LANGUAGE**

If the parent is unable to speak English and Spanish is the parent's native language, the District shall provide a written or audiotaped copy of the student's IEP translated into Spanish. If the parent's native language is other than Spanish or English, the District shall make a good faith effort to provide a written or audiotaped copy of the student's IEP translated into the parent's native language. *Education Code 29.005(d); 19 TAC 89.1050(e)*

**AUTISM /
PERVASIVE
DEVELOPMENTAL
DISORDER**

For students with autism/pervasive developmental disorders, the following strategies shall be considered by the ARD committee, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time and active engagement in learning activities;

3. In-home training and community-based training or viable alternatives that assist the student with the acquisition of social/behavioral skills;
4. Positive behavior support strategies based on relevant information;
5. Beginning at any age, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
6. Parent/family training and support, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD);
7. Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence;
8. Communication interventions, including language forms and functions that enhance effective communication across settings;
9. Social skills supports and strategies based on social skills assessment/curriculum and provided across settings;
10. Professional educator/staff support; and
11. Teaching strategies based on peer-reviewed, research-based practices for students with ASD.

If the ARD committee determines that services are not needed in one or more of the areas in 1–11 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made.

19 TAC 89.1055(e)–(f)

**VISUAL
IMPAIRMENT**

If the District provides special education services to students with visual impairments, it shall have written procedures as required in Education Code 30.002(c)(10) (staff access to resources). *19 TAC 89.1075(b)*

**COLLABORATIVE
PROCESS**

All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration.

TEN-DAY RECESS

When agreement about all required elements of the IEP is not achieved, the parent or adult student [see EHBAD for more information on rights of adult students] who disagrees shall be offered a single opportunity to have the committee recess for a period not to exceed ten school days. This recess is not required when:

1. The student's presence on campus represents a danger of physical harm to the student or others;
2. The student has committed an expellable offense; or

3. The student has committed an offense that may lead to placement in a disciplinary alternative education program. [See FOF]

These requirements do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than failure of the parents and the District to reach agreement about all required elements of an IEP.

During the recess, the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons to enable the committee to reach agreement.

The date, time, and place for continuing the ARD committee meeting shall be determined by agreement before the recess.

FAILURE TO
REACH
AGREEMENT

If, after the ten-day recess, the ARD committee still cannot reach agreement, the District shall implement the IEP it has determined to be appropriate for the student. A written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.

When the District implements an IEP with which the parents or adult student disagree, it shall provide prior written notice in compliance with the notice provisions described at EHBAE.

Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point, when they disagree with ARD committee decisions.

19 TAC 89.1050(h)

MODIFICATION OF
EXISTING IEP

Changes to the IEP may be made either by the entire ARD committee or by amending the IEP by agreement, rather than redrafting the entire IEP.

After the annual IEP meeting for a school year, the parent and District may agree not to convene an IEP meeting for the purposes of making changes to the IEP and instead may develop a written document to amend or modify the child's current IEP.

Upon request, a parent shall be provided with a revised copy of the IEP with amendments incorporated.

To the extent possible, the District shall encourage the consolidation of reevaluation meetings for the child and other ARD meetings for the child.

20 U.S.C. 1414(d)(3)(D)-(F); 34 CFR 300.324(a)(4)-(a)(6)

**McAllen Independent School District
2009-2010 Biweekly Paydates**

The schedule of biweekly pay dates for the 2009-2010 school year are:

September 4	March 5
September 18	March 19
October 2	April 1
October 16	April 13
October 30	April 30
November 13	May 14
November 27	May 28
December 11	June 11
December 22	June 25
January 8	July 9
January 22	July 23
February 5	August 6
February 19	August 20