



**Hillsborough County**  
PUBLIC SCHOOLS  
*Excellence in Education*

## **SUBSTITUTE TEACHER HANDBOOK**

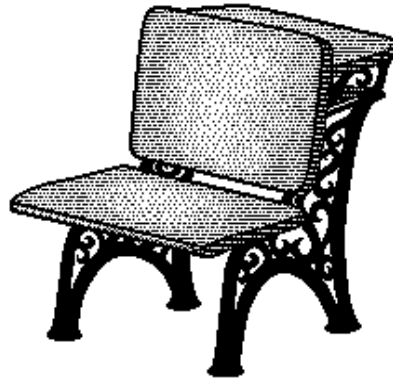


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**Hillsborough County**  
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**WELCOME TO THE HILLSBOROUGH COUNTY SCHOOL SYSTEM**

As a substitute teacher for Hillsborough County Public Schools, we consider you to be an essential and valuable part of our educational team. We appreciate your willingness to provide service to our students and teachers in your role as a substitute. We also acknowledge the challenging nature of this task.

This handbook has been developed to assist you professionally and to present important guidelines that will enable you to make your substitute teaching a rewarding experience.

Our goal is to work together to provide Hillsborough County students with the best possible education. We wish you a successful, productive and rewarding school year!

Sincerely,

Joe D. Perez  
Manager, Professional Standards

## CONTENTS

Welcome

General Duties _____	1
Teaching Duties _____	3
Daily Checklist _____	6
Classroom Management and Discipline _____	7
Classroom Survival Tips _____	8
Avoiding Negligence _____	10
Teaching Techniques for Exceptional Students _____	11
Exceptional Student Education Program _____	12
Working with Other School Staff _____	13
Substitute Teacher Evaluation _____	13
Dealing with the Issue of Sexual Harassment _____	14
The Code of Ethics of the Education Profession in Florida _____	19
Substitute Employee Management System (SEMS) and Smart Find Express (SFE) _____	23
Record of Days Substituted _____	26

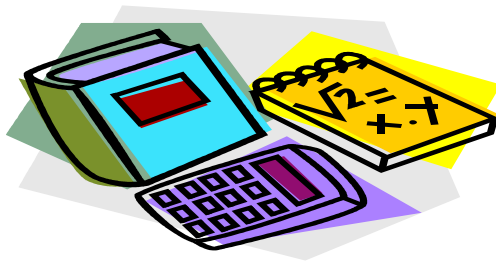
## **GENERAL DUTIES**

### **Reporting to the Office**

1. Arrive at least fifteen minutes before classes begin unless other arrangements have been made with the school. If you receive a late call, arrive as soon as possible.
2. Register in the designated office with the principal's substitute designee and record your name on the appropriate sign in sheet (this verification of time spent on the job is used in determining your pay).
3. Ask for a copy of the teacher's schedule and find out if there are any extra duties or activities for this day. Clarify the lunch schedule; high schools in particular have complicated bell schedules for lunch dismissals.
4. Obtain the teacher's lesson plans, class rolls, books, attendance materials, etc., if they have been left in the office.
5. Obtain the classroom key, if applicable.
6. Request a campus map, bell schedules and forms for routine procedures (absentee slips, hall passes, etc.).
7. Inquire about end-of-day responsibilities (such as walking the students to buses) and procedures (such as safeguarding the teacher's materials).

### **Before Classes Begin**

1. Introduce yourself to the department head, team leader, and/or a teacher in an adjacent classroom so that you'll have someone to call on if you have questions or problems. Ask about special notices, etc., that need to be sent home with students.
2. Organize materials to be used during the day (notices from office, handouts, etc.) and check any equipment that will be used to ensure that it is working properly.
3. Locate the class seating charts.
4. Locate the office call button or intercom or classroom telephone.
5. Familiarize yourself with fire drill and other emergency procedures, as well as the evacuation plan posted in the classroom, fire extinguisher locations, and call button locations.
6. Locate the faculty lounge/dining area, adult restrooms, team meeting areas, etc.
7. Check school's policy regarding recording attendance.



### **Planning Period and Lunch**

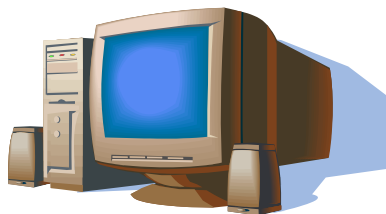
1. If possible, lock the classroom when you leave. Do not leave handbags or valuables unattended.
2. Do not leave the school during your planning period or lunch. If an emergency arises, consult the principal or his/her designee.
3. Follow procedures given to you by the school's administrative staff.

### **End of the Day**

1. Leave a note for the teacher in the plan book informing him/her how the day went. Be honest, and note specific problems.
2. Leave the teacher's materials and students work in the classroom or in the office as instructed.
3. Return the classroom key to the office.

### **If you are assigned to a classroom with computer equipment**

1. Be aware of the proper treatment of the equipment.
  - No mouse balls out of the mouse.
  - Printers are supplied with paper.
  - Do not disconnect keyboards or cables.
  - At the end of the day, be certain that all equipment is turned off.
2. Do not assume that someone else will secure the room equipment for you.



## TEACHING DUTIES

### **Before Classes Begin**

1. Write your name on the chalkboard.
2. Familiarize yourself with the teacher's lesson plans and Teacher's Edition of the textbooks.
3. As time permits, make notes on the lesson in your own words so that you'll be more comfortable with the materials and better organized in your presentation.
4. Anticipate student's questions about the materials and be prepared to answer them.
5. In elementary schools, where there are no breaks between classes, quickly review plans and organize materials for the next lesson while the children are completing the current activity.
6. Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

### **During Each Class**

1. Begin each class as soon as the bell rings. A prompt, organized beginning will project an "in charge" image.
  - If any students are still standing after the bell, ask them to be seated.
  - Greet the class and introduce yourself.
  - Smile.
2. Follow the lesson plan furnished by the teacher or note any changes you implemented.
3. Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class from the day before.)
4. Introduce the first activity, including the following information:
  - The title/type of the lesson
  - Write the instructional objectives on the chalkboard
  - The student's roles (taking notes, reading, etc.)
  - The amount of time to be spent on the activity
  - Related activities (discussion groups, homework, etc.)
  - Evaluation (project, composition, test, etc.)
  - During the introduction, motivate student interest by emphasizing the value of the lesson to them academically (it will help them pass the SAT) or personally (it will make learning meaningful to the student).

5. Throughout the class, ensure that the students understand the lesson.

- Give clear, concise directions and explanations.
  - Use the chalkboard or verbal cues to emphasize important points or to clarify complicated directions.
  - Watch for the signs from the students indicating confusion or an inability to hear or keep up with lecture notes, and adjust your presentation accordingly.
6. If students are doing seat work or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
7. Don't let the instructional pace drag.
- Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books, lesson plans, etc. while students are idle.
  - Ask serious students to assist you in passing out and collecting papers, books, etc. Check for lists of "suggested helpers".
  - Move quickly from one activity to another.
8. As much as the lesson plan will allow, vary the students' roles during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternately listen, write and discuss. Younger students in particular have short attention spans so plan a variety of activities to prevent them from getting restless.
9. Vary the order in which you call on students.
10. Avoid confusing the students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:
- Step 1: Summarize the first activity
  - Step 2: Pause for questions and comments
  - Step 3: Introduce the next activity





1. Collect the students work.
  - Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
  - Label the papers with a cover sheet.
  - Verify with students that all papers have been turned in.
2. Review important points of the lesson, following these steps:
  - Step 1: Summarize the lesson, emphasizing the purpose of the day's activities
  - Step 2: Answer and ask specific questions about the lesson. Example: "Why are whales classified as mammals rather than fish?"
  - Step 3: Review overall objectives. Example: A lesson on using an encyclopedia to identify types of whales could be related to the overall objectives of developing research skills, writing reports on endangered species, and/or improving environmental awareness.
3. Preview the next class.
  - Example: "Tomorrow you will view a video on the different types of whales and form discussion groups to brainstorm methods for protecting endangered species."
4. Go over the homework assignment with the class.
  - Carefully explain the assignment, encouraging the students to ask questions about any aspect of the assignment that they don't understand.
  - Give directions on how the work is to be done and when the assignment is due.
  - Go over examples from the exercise with the class to ensure that the students know how to do the assignment.
  - Give directions for the next class (bring textbooks, complete worksheets, review notes, etc.)
5. Give the students specific directions for end-of-class housekeeping chores. For example, rather than asking the class to "put everything away," request that the first person in each row collect the dictionaries or that students throw away scrap paper as they leave the room.
6. Compliment the students on their performance, and thank them for their good behavior and work. Let them know that you will be informing the classroom teacher of what took place.



1. Organize and label the students work.
2. If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to cover.



### DAILY CHECKLIST

1. Sign in at the Main Office.
2. Collect room keys.
3. Get directions to your classroom, a copy of the bell schedule and a school map if available. Check for special "School Policies" for handling disruptive or ill students.
4. Check the teacher's mailbox.
5. Locate the class rolls or grade book.
6. Locate the lesson plans.
7. Get information from school staff about the bell schedule and any special activities for the day.
8. Get special information about your assignment, such as schedules for exceptional students.
9. Get daily or weekly schedule as needed.
10. Locate instructional and student materials.
11. Write your name on the chalk board.
12. Check attendance and make a head count to ensure safety. Many substitutes find that checking and/or using a seating chart is especially helpful.
13. Encourage the students to leave the room in an orderly condition at the end of the day.
14. Return all materials to the proper location.

15. Leave a note for the teacher informing him/her as to how the day went. Be honest and note specific problems.

16. At the end of the scheduled work day, return keys and /or other materials, and check out through the main office.

## CLASSROOM MANAGEMENT AND DISCIPLINE

An effective substitute teacher strives to create a climate in which success is expected, academics are emphasized and the environment is orderly.

As a substitute teacher, it is essential to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the best prevention of major classroom difficulties.

Often a class will “test” a substitute teacher. Students may try to gain status by upsetting class routines. Your response to these situations is crucial. Teacher self-control is a must! You must begin by establishing order during the first minute of the first day. Your responses must be calm, firm yet fair, and tempered with good humor. You can prevent many problems with a combination of planning, awareness, and sensitivity.

To assist you in maintaining discipline, the following guidelines are recommended. Study them and implement them appropriately in your specific substitute situation.

1. Before entering the classroom, ask the school administrator for information on the “school’s discipline plan” and other information on any special discipline policies or procedures followed at this school.
2. Always insist that students address all teachers and adults by their titles: Mr., Mrs., Miss, and Ms.
3. Remember that you are an adult leader and therefore not a “pal” to these students.
4. Set clear limits/standards/rules for the students and then be **CONSISTENT** in enforcing them.
5. Use peer social pressure to encourage good behavior. Do not punish the group for the misbehavior of one.

6. Expect students to behave well and **PRAISE STUDENTS** for their good behavior.

7. As you speak, **CIRCULATE** in the classroom to monitor activity and to target possible trouble spots.
8. Use your voice, eyes, and other nonverbal to communicate.
9. **GO TO THE STUDENTS** when they request help. This avoids confusion and unnecessary commotion.
10. Pause and wait, if necessary, for attention and silence before speaking. Avoid sarcasm and shouting!
11. Avoid any kind of **CORPORAL PUNISHMENT – NEVER TOUCH A STUDENT!**
12. Don't make promises or threats that you may not be able to keep!
13. Be prepared. Keep activities moving and students working. Always have some additional activities planned.
14. Use a **POSITIVE** approach.
15. If you are having problems in maintaining classroom discipline, consult one of the school's administrators.

## CLASSROOM SURVIVAL TIPS

### **Substitute Teacher Classroom Survival Tips**

- A.** Arrive in class 10 minutes before the students.
  - Check lesson plans. If lesson plans appear to be incomplete or you do not understand them, contact the principal or designee.
  1. Gather material for the lesson(s).
- B.** Write on the board.
  1. Your name (Mr., Mrs., Miss, Ms.).
  2. Date.
  3. Student assignments.
- C.** Welcome students to class
  1. Greet students with a smile.
  2. Always stand if possible.
- D.** Start class as soon as the bell rings.
  1. Introduce yourself with a smile.
  2. Check attendance.
  3. Explain class assignments.

- a) Implement the teacher's lesson plan as fully and completely as possible.
- b) If you **must** modify a lesson, modify it as little as possible.
- 4. Praise and encourage students.
- 5. Circulate around the classroom and smile whenever possible.
- 6. Watch for raised hands; go to the student(s) instead of having them come to you.
- 7. Collect assignments with a smile.
- 8. Dismiss quietly.
- 9. Straighten the room.
- E. Write the teacher a note explaining the day's events
  - 1. Identify helpful students.
  - 2. Identify both completed and not completed assignments/lesson plans.
  - 3. Identify student(s) who became ill or hurt.

**DO NOT**

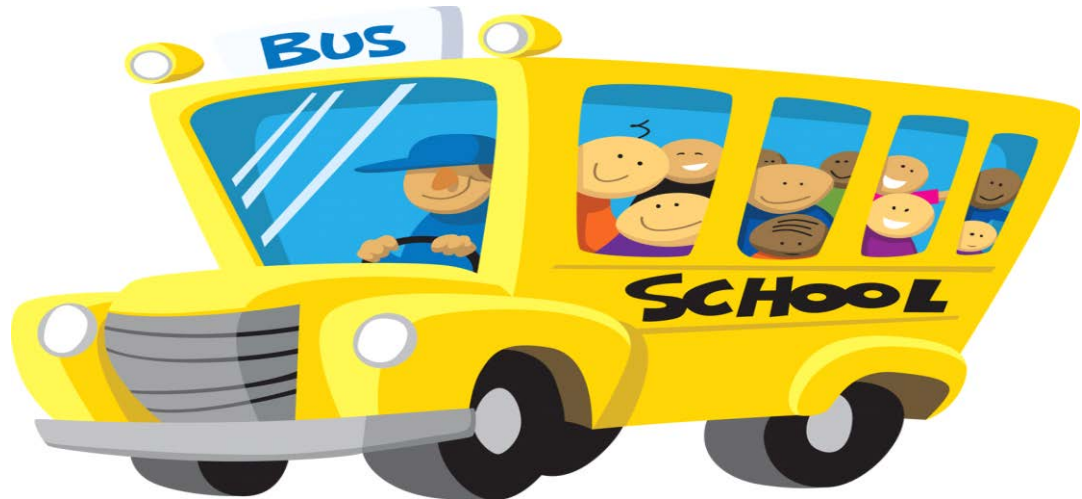
<b>USE YOUR CELL PHONE WHILE SUPERVISING STUDENTS</b>	<b>PLACE STUDENTS IN THE HALLWAY OR IN A CORNER OF THE ROOM AS A DISCIPLINARY ACTION</b>
<b>BRING YOUR PERSONAL COMPUTER TO SCHOOL</b>	<b>KEEP STUDENTS AFTER THE BELL</b>
<b>USE DISTRICT TECHNOLOGY FOR PERSONAL USE</b>	<b>OVERREACT</b>
<b>USE ANY FORM OF SOCIAL NETWORKING TO INTERACT WITH STUDENTS AT ANY TIME</b>	<b>COMPLAIN TO THE STUDENTS</b>
<b>TOUCH STUDENT'S OR THEIR BELONGINGS</b>	<b>LET STUDENT(S) HAVE ACCESS TO THE TEACHER'(S) GRADE BOOK</b>
<b>TELL JOKES</b>	<b>BE A KNOW-IT-ALL</b>
<b>DISCUSS YOUR PERSONAL PROBLEMS</b>	<b>EMBARRASS OR HUMILIATE A STUDENT IN ANYWAY</b>
<b>MAKE A BIG DEAL OUT OF MINOR BEHAVIOR PROBLEMS</b>	<b>ALLOW STUDENTS TO LEAVE YOUR CLASS WITHOUT A PASS</b>

Primary among many substitute teachers concerns is protecting their students from harm, and themselves from lawsuits. While not all accidents can be avoided, liability for them can be if the teacher has provided adequate supervision. The following guidelines are offered to help you prevent injuries to students under your care, act responsibly in the event of accidents, and avoid legal problems should mishaps occur.

1. **NEVER LEAVE STUDENTS UNATTENDED.** Use the classroom intercom or send a student with a message if you need to contact the principal, another teacher, etc.
2. **NEVER USE CORPORAL PUNISHMENT WITH STUDENTS.** Corporal punishment includes hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force. **NEVER TOUCH A STUDENT.**
3. **NEVER GIVE MEDICINE OF ANY KIND INCLUDING ASPIRIN TO STUDENTS.** Refer students who are taking medication to the office or nurse for supervision.
4. Don't order a disruptive student to leave class unsupervised. Instead:
  - a. Use the intercom to ask for assistance from the office
  - b. Ask another teacher to supervise your class while you escort the student to the office
5. Caution students against hazards or unusual conditions such as slippery floors which require extraordinary care.
6. Maintain a neat, orderly, and safe environment for the students.
7. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, etc.)
8. Report accidents or injuries to the office or clinic immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself.
9. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status (excused to go home, waiting for parent pick-up, etc.)
10. Follow school procedures for allowing students to leave campus early.
11. Do not keep students after class or after school.
12. No persons from outside the school should be permitted to question or interview a student except in the presence of the principal, assistant principal or principal designee.
13. If someone comes to the classroom to pick up a child, refer him/her to the office. The student should not leave your class unless you have permission from the administration.
14. Obtain permission from the principal before sending notes or other communication home to parents.
15. Avoid introducing controversial subjects or materials (information on the occult, racist cartoons, sexually explicit books, etc.) to classes.
16. Do not advertise products or services or announce public meetings during class.
17. Do not date students or socialize with them after school; avoid establishments suspected of serving alcohol to minors.
18. Do not give gifts including candy to students.
19. Avoid being left alone with a student for extended periods of time.

20. Safeguard equipment and materials against abuse and theft.

21. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.



## TEACHING TECHNIQUES FOR EXCEPTIONAL STUDENTS

Generally what constitutes good teaching practice for the regular classroom is good teaching practice for exceptional students as well.

1. Determine what the students can successfully do and provide activities at their functioning levels.
2. SET clear objectives and expectations of what you want the students to do next.
3. Build upon the student's strength in order to offer opportunities for students to be successful at their levels and to minimize the frustration that leads to discipline problems.
4. Select materials that minimize the students handicapping conditions. For example, use large print for visually handicapped students.
5. Emphasize your awareness of the students who are performing correctly and reinforce successful performance.
6. Provide sufficient practice to be sure the new skill is learned.
7. Provide opportunities to use newly learned skills in real-life situations

## EXCEPTONAL STUDENT EDUCATION (ESE) PROGRAMS

*Substitute teachers frequently serve students with learning characteristics/challenges of varying degrees. Below are brief descriptions of some of the disability categories and characteristics the students may display.*

**Intellectual Disabilities (InD):** Students have overall lower intellectual abilities. They often learn at a slower rate and need more concrete examples.

**Speech Impaired (SI)/Language Impaired (LI):** Students may exhibit disorders of stuttering, speech sound production, or disfluency. They may have difficulty using words correctly or in understanding the communications of others.

**Visually Impaired (VI):** Students are unable to see objects and images at normal distances, making special assistance necessary.

**Deaf/Hard of Hearing (D/HH):** Students are unable to hear sounds at normal volume from normal distances, making special assistance necessary.

**Specific Learning Disabilities (SLD):** Students are performing academically below their same age/grade peers due to difficulties affecting their ability to listen, speak, read, write speech or perform mathematics.

**Emotional/Behavioral Disabilities (E/BD):** Students are performing below their abilities due to emotional/behavioral/social interaction challenges.

**Orthopedic Impairments (OI):** Students have difficulties that affect motor movement, making special assistance necessary.

**Autism Spectrum Disorder (ASD):** Students may display an uneven developmental profile, such as inconsistencies in language skills, social interaction, and they may display repetitive and/or stereotypical patterns of behavior.

*Additionally, some students meet the criteria for the Gifted program. Below is a brief description of characteristics these students may display:*

**Gifted:** Students may exhibit superior intellectual ability in general, and/or superior academic aptitude in a particular area such as science, math, etc., and/or creative thinking, with many areas of interest. Students may display leadership, be talented in the arts, or have superior psychomotor dexterity.



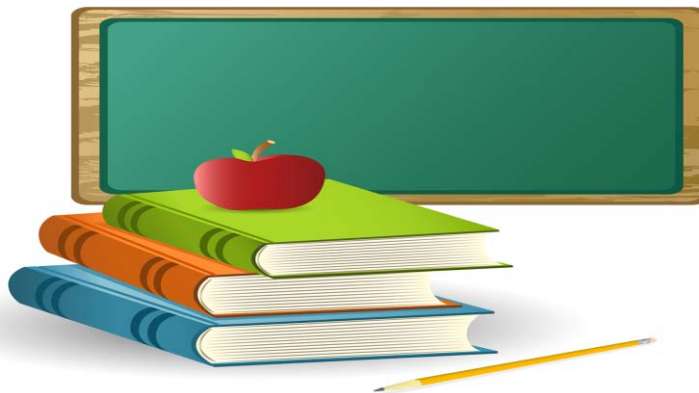


## WORKING WITH OTHER SCHOOL STAFF

Substitute teachers interact with a variety of school personnel. The ability to communicate positively and effectively with school personnel affects the quality of instruction students receive. The District has an expectation that employees conduct themselves in a civil manner at all times.

Many exceptional student education classes and primary grade classes utilize the services of paraprofessionals. Most paraprofessionals demonstrate knowledge and skills regarding student instruction in their assigned areas. They know the daily routines, schedules, classroom rules, and most importantly, the students. They are often the best source of information and assistance when substituting in these classes.

Some paraprofessionals prefer to take the teacher's role and ask that the substitute teacher assist them in the management of the class. Other paraprofessionals prefer to continue their usual role in assisting the substitute teacher. To avoid misunderstandings in this unique situation, it is recommended that you discuss teaching responsibilities with the paraprofessional prior to the beginning of class.



## SUBSTITUTE TEACHER EVALUATION

Formal evaluations of substitutes are not routinely done. However, Substitute Performance Evaluations are done when a substitute has continuously worked in the same classroom for 30 days. A substitute teacher incident report may be submitted at any time by a principal or the principal's designee. When a substitute teacher's performance is reported to be **unsatisfactory**, the Manager of Professional Standards may arrange a conference with the substitute teacher to discuss his/her job performance.

A substitute may be removed from the approved substitute teacher list when three (3) or more administrators have negatively evaluated his/her performance or have requested that the substitute **NOT** return to their locations.

A substitute may be removed from the approved substitute teacher list for violation of the Substitute Teacher Agreement for an excessive number of refusals to accept teaching assignments, for not reporting for an accepted assignment, or for excessive number of cancellations.

**NOTE:** Substitute teachers are employed on a day-to-day basis by the School Board. There is no contractual agreement for employment between a substitute and the School Board beyond the day's assignment for which he/she is called and for which he/she agrees to work.

**A SUBSTITUTE WILL IMMEDIATELY BE REMOVED FROM THE DISTRICT'S AUTHORIZED SUBSTITUTE LIST FOR ANY INCIDENT INVOLVING INCOMPETENCY, IMMORALITY, INSUBORDINATION, GROSS MISCONDUCT, NEGLIGENCE OF DUTY, PHYSICAL OR VERBAL ABUSE OF STUDENTS OR OTHERS, AND/OR FOR ACCUSATIONS RESULTING IN A CRIMINAL INVESTIGATION.**



**DEALING WITH THE ISSUE OF HARASSMENT  
AT  
HILLSBOROUGH COUNTY SCHOOL BOARD SITES**

**CIVILITY VISION STATEMENT**

In order to provide a safe, caring and orderly environment, Hillsborough County Public Schools expects **CIVILITY** from **ALL** who engage in school activities. Mutual respect, professionalism and common courtesy are essential qualities that **ALL** need to demonstrate in promoting an educational environment free from disruptions, harassment, bullying and aggressive actions.

## **ANTI-HARASSMENT**

### **General Policy Statement**

It is the policy of the School Board to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

For purposes of this policy, "School District community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

### **Other Violations of the Anti-Harassment Policy**

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

### **Sexual Harassment**

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Physical assault.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Consensual sexual relationships where such relationship leads to favoritism of a student or subordinate employee with whom the teacher or superior is sexually involved and where such favoritism adversely affects other students and/or employees.

J. Taking photos of students.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

**NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery". The issue of consent is irrelevant in regard to such criminal charge.**

**Who Might Be Involved:**

A	Teacher	might harass	a Student
A	Student	might harass	a Teacher
An	Administrator	might harass	a Student
A	Student	might harass	an Administrator
A	Student	might harass	a Student
A	Supervisor	might harass	an Employee
An	Employee	might harass	a Supervisor
An	Employee	might harass	an Employee
An	Employee	might harass	a Student
A	Student	might harass	an Employee

**Examples of Harassment**

Some examples of harassment involve conduct such as described below, **especially if the behavior is unwanted and unwelcome or it is offensive to others:**

Sexual, ethnic, age, gender, or national origin comments, jokes or gestures

Suggestive or threatening comments or gestures

Being sexually "rated" by an individual, for example, on a scale from 1 to 10

Being pressured to go out with someone

Being the recipient of whistles, jeers or catcalls

Being touched, brushed up against, grabbed, or having movements blocked in a sexual or aggressive way

Having clothing pulled at in a sexual or forceful manner

Being shown, given, or left threatening, abusive, or obscene pictures, photographs, illustrations, messages or notes, or having such placed on a computer screen, bathroom walls, bulletin boards, voicemail, etc.

Being exposed to centerfolds, photographs, posters, or drawings of an offensive, discriminatory or sexual nature

Being called a gay or a lesbian or a derogatory or demeaning ethnic name

Engaging in other personal behaviors that interfere with or threaten to interfere with work activities

Be advised that retaliation against an accusation of harassment is not to occur. Retaliation is defined in the dictionary as meaning "to pay back (an injury) in kind". Some examples of retaliation are:

- a. Approaching the accuser and attempting to discuss the matter, prior to the conclusion of the investigation.
- b. Approaching the accuser and attempting to discuss the matter, in an abrasive manner, after the conclusion of the matter.
- c. Spreading rumors about the accuser.
- d. Making phone calls to the home of the accuser-whether anonymously or with identification.
- e. Following the accuser.
- f. Becoming physical with the accuser.
- g. Destroying property of the accuser.

## **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

**The School Board does not discriminate on the basis of race, ethnicity, national origin, gender, disability, marital status, or age in its programs and activities, including employment opportunities.**

**Americans with Disabilities Act:** The school board shall comply with the Americans with Disabilities Act of 1990 (ADA). This law makes it unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his or her job with reasonable accommodations.

### Basic Principles

- A. All persons have an equal right to work and an equal opportunity to make the best use of their abilities regardless of race, sex, religion, national origin, or any other characteristic. (EEO)
- B. In order to acknowledge equality, we must accept individual's differences.
- C. The district values diversity, as it adds depth and strength to the organization.
- D. Management personnel are to ensure that their work site is a respectful workplace.

## **Helpful Resources**

General Manager of Employee Relations and Hillsborough County Schools Equity Coordinator, 272-4228, Raymond O. Shelton Schools Administrative Center

Manager of Employee Relations, 272-4228, Raymond O. Shelton Schools Administrative Center

General Manager of Professional Standards, 840-7128, Instructional Service Center

Manager of Professional Standards, 840-7135, Instructional Service Center

General Manager of Human Resources, 272-4148, Raymond O. Shelton Schools Administrative Center

## **The Code of Ethics of the Education Profession in Florida**

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

## **The Principles of Professional Conduct of the Education Profession in Florida**

### **State Board of Education Rule 6B-1.006, FAC**

1. The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

### **Obligation to the Student requires that the individual:**

- a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
- b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
- c) Shall not unreasonably deny a student access to diverse points of view.
- d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
- e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- f) Shall not intentionally violate or deny a student's legal rights.
- g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- h) Shall not exploit a relationship with a student for personal gain or advantage.
- i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure served professional purposes or is required by law.

### **Reasons a Person Does Not Complain of Harassment**

It is important for you to realize your responsibility to ensure that your work site is free from harassment. While you must acknowledge that the following reasons often serve as a basis for a staff member not to report feeling uncomfortable with the conduct of others, you cannot accept these reasons as a failure to act to prevent and ensure harassment does not occur. An individual often fears

Nothing will be done

Reprisal

Being told that he/she "asked for it" because of the way he/she dressed, acted or spoke

Being fired, demoted, not promoted, transferred, or any other employment action

Embarrassment or shame that he/she should be man/woman enough to handle it

Being blamed and/or laughed at ("Aren't you a good sport?" "Can you take a joke?")

For his/her own personal safety

The complaint will not be taken seriously

Being labeled as a troublemaker

Making trouble for his/her harasser



### **Information to Those Being Harassed**

1. Make it clear to the harasser that you do not like what he/she is doing, and ask him/her to stop-either in person or in writing. If you put your request in writing, keep a copy for yourself and personally deliver this written request to the harasser.
2. If the harassment does not stop, or if you are reluctant to communicate again with the harasser yourself, talk to the person who is in charge at your site. If your harasser is the person who is in charge at your site, find out who is that person's boss is, and talk to him/her.
3. If the harassment does not stop, contact the Equity Coordinator for Hillsborough County Schools who will help you resolve the problem.

### **Information to Those Who Receive Reports of Harassment, But Who Are NOT Supervisors**

1. If a person reports to you being harassed by another individual, listen openly and objectively to his/her story. State that you intend to give this report to the appropriate principal/site manager to follow up on this concern.
2. After you have shared this information with the principal/site manager, create a written record of this event, similar to the following:

“On April 3, 1998, Mary Smithe, student at Happy Days Middle School, reported to me that she is being sexually harassed by John Doe, a teacher at that school. On April 4, 1998, I gave this information to Ms. Competent, Principal of Happy Days.”

Sign this document, give a copy to administrator, a copy to your immediate supervisor, and keep one for yourself.

3. While the principal/site manager is responsible for investigating this allegation and for reviewing the findings with the accused and the accuser, you are expected to maintain confidentiality of the information you shared and not interfere or attempt to influence this investigation.

#### **Obligation to the public requires that the individual:**

- a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expressions.
- c) Shall not use intentional privileges for personal gain or advantage.
- d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
- e) Shall offer no gratuity, gift, or favor to obtain special advantages

#### **Obligation to the profession of education requires that the individual:**

- a) Shall maintain honesty in all professional dealings.

- b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- e) Shall not make malicious or intentionally false statements about a colleague.
- f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
- g) Shall not misrepresent one's own professional qualifications.
- h) Shall not submit fraudulent information on any document in connection with professional activities.
- i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions or employment.
- k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- m) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- n) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- o) Shall comply with the conditions the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- p) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

## SUBSTITUTE EMPLOYEE MANAGEMENT SYSTEM SEMS and Smart Find Express

The School District of Hillsborough County uses an automated Substitute Employee Management System (SEMS) to assign substitute teachers since 1993. The SEMS system utilizes a computer with data/voice capabilities that is accessed via a corded, touch-tone telephone with voice message prompts. In 2004 we upgraded and added internet access to the SEMS system which is now called Smart Find Express (SFE).

1. **SEMS Registration.** To register with SEMS, you must follow the instructions on page 1 of the **“SEMS – Substitute’s Quick Reference Guide.”** By following the prompts you will choose your own 6 digit PIN Number. This PIN Number can be recorded on the line provided at the top of page 1 of your SEMS – Substitute Quick Reference Guide. You will need your Access ID Number (Lawson Employee ID) and this PIN Number to access the system and accept jobs.
2. **Jobs.** The employee, school principal, or his/her designee will contact SEMS/SFE to report an absence and request a substitute. SEMS will then start calling substitutes to offer them the job. Substitutes can also call the system or go online to search for available jobs. You will receive a call from SEMS during call out times as shown on your quick reference guide. To accept a job, listen to all of the options carefully and follow the prompts. Remember, if you do not wait to HEAR THE JOB NUMBER, there is no assurance you have been assigned to the job, and another substitute will be called. You must report the JOB NUMBER when you arrive at the school. When accepting jobs on line, once you click on accept job you will receive your job number.

Quite often a School Administrator will “pre-arrange” to use you as a substitute. The School Administrator will give you the Job Number for a “Pre-Arranged” absence. You **will not** receive a call from SEMS for a pre-arranged absence. Teachers **cannot** “pre-arrange” to use you as a substitute, although a teacher may request to use a particular substitute. In that event, SEMS will attempt to reach that substitute and offer him/her the job before calling other available substitutes or you can go online to search for available jobs that you have been specified for. Do **not** report to a job based on a teacher’s verbal request unless either SEMS or the school administrator calls you.

3. **ACCEPTING JOBS: In order to stay active, a substitute must accept and work a minimum of four (4) jobs each month. Substitutes working less than four (4) jobs per month will be removed from the active substitute roster. It is a substitute’s responsibility to adjust his/her profile (by adding areas he/she is willing to work), to ensure that he/she is able to work four (4) jobs each month. Profile changes must be submitted in writing to the Sub Central Office.**

**The District's expectation is that substitutes will be available to work 5 days a week for the entire school year. If a substitute is going to be unavailable to accept jobs for three weeks or more, they MUST notify Sub Central in writing as to the reason of the unavailability and when they expect to return. A decision as to whether or not the district will be able to continue to employ the substitute will be made at that time.**

4. **Other SEMS Functions.**

- A. To **"MAKE THE SYSTEM WAIT FOR YOUR ACCESS ID NUMBER"** –This feature gives you approximately two (2) minutes enter to your access ID and PIN numbers or come to the phone.
- B. The **"DO NOT DISTURB" Option** –This feature allows you to notify SEMS during any call out period that you do not want to be called back during the remainder of that call-out period.
- C. To **"CHANGE THE PHONE NUMBER THE SYSTEM DIALS TO CONTACT YOU"** – This feature allows you to temporarily change the phone number SEMS dials to contact you.
- D. To **"HEAR AVAILABLE JOBS FOR YOU TO ACCEPT"**- This feature allows you to call SEMS to hear and accept jobs. VIA the internet SFE: Choose the "Available Jobs" link to view and accept jobs.
- E. To **"REVIEW OR CANCEL JOBS"** –This feature allows you to review or cancel jobs you have already been assigned. Note – you may not be able to cancel a job that has already begun. Contact the school site if you are unable to cancel a job.
- F. To **"REVIEW OR MODIFY A PERIOD WHEN YOU WILL BE UNAVAILABLE TO WORK"** – This feature allows you to notify SEMS/SFE that you will be unavailable to substitute for a specific period of time.
- G. To **"CHANGE YOUR PIN OR RE-RECORD YOUR NAME"** – This feature allows you to change your PIN and/or re-record your name. Only by phone SEMS 272-4075. There is an option on your online profile to change your password (PIN).

**Helpful Hints:**

- ❖ Answer the phone promptly during call out times. Please do not have other members of the family answer the phone during these times. Assignments **must** be accepted by each individual substitute.
- ❖ Learn the location for schools and their scheduled opening and closing times, especially for the schools in your area. Directions to all schools are available on the district's web page [sdhc.k12.fl.us](http://sdhc.k12.fl.us). Click on **Schools**, then **Maps/Directions**.
- ❖ SEMS will always attempt to contact you if a job is cancelled. However, if you receive a call from SEMS to work on a particular date/time that you have already accepted a job, ASSUME THE FIRST JOB has been CANCELLED. You may then accept the new job, or not, as you see fit. When you check your jobs online in SFE you will see CANCELED in red.

- ❖ You may be offered two ½ day jobs for the same date. Check the times and locations before accepting the jobs to verify you can cover them both.

**Other Information.** Substitutes normally work a 7 hour and 40 minute day (7.67). Substitutes working partial days will be paid for actual time worked. Substitutes are not normally paid for covering a “T” payroll or “extra” class (during the conference period) unless it is beyond the 7 hour and 40 minute day.

Permanent changes in your address, phone number, or availability must be in writing to Sub Central.

It is suggested you keep a record of days/hours substituted. A log is provided for you on the next page of this substitute handbook to record this information.

**Sub-Central Office 6:30 a.m. to 3:45 p.m. Monday – Friday 813-840-7182**

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**NOTES:**

**RECORD OF DAYS SUBSTITUTED**

DATE	SCHOOL	TEACHER	JOB NUMBER	HOURS WORKED