

HANDBOOK FOR SUBSTITUTE TEACHERS



Essex County Public Schools



Essex County Public Schools

P.O. Box 756

Tappahannock, Virginia 22560

804-443-4366

804-443-4498 (fax)

www.essex.k12.va.us

Thank you for serving as a substitute teacher with the Essex County Public Schools. This handbook will explain our procedures, assist you in becoming a successful substitute, and answer some of the questions you may have about substituting in Essex County Public Schools. We want your time with ECPS to be beneficial for the students and rewarding for you.

As a substitute teacher, you share with all educational professionals the task of strengthening our society by preparing children for responsible citizenship. You play a major role in carrying out the activities planned by our teachers when they are absent. Principals and teachers value effective substitute teachers and recognize that your efforts to provide continuity, in the regular teacher's absence, are extremely important and appreciated.

All substitutes are required to familiarize themselves with this handbook. This handbook is neither a contract nor a substitute for official District Policy nor the District Employee Handbook. It is not intended to alter the at-will status of non-contracted employees in any way. Rather, it is a guide and a brief explanation of District Policies and Procedures related to employment as a substitute teacher. References made to District Policies in this Substitute Handbook consist of summaries or partial excerpts from the complete policy text. The official policy adopted by the School Board remains the authoritative reference. Any policy changes adopted during the life of this handbook will take precedence over any conflicting statement in this handbook. The Human Resources Department has sole authority to modify the contents of this handbook.

We trust your substituting experiences will be professionally fulfilling to you and educationally profitable to our students. We need strong substitutes who will take on the responsibility to ensure the educational process is not interrupted when the regular teacher is absent.

Thank you for your time, and enthusiasm required to work in a stimulating environment where excellence is an expectation.



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VISION

In partnership with faculty, staff, parents, and the community, Essex County Public Schools promotes a student-centered culture striving for continuous improvement that meets the academic, athletic, artistic, and vocational needs of all students by guiding, inspiring, celebrating, and teaching our students as we equip them to tackle the challenges of a global society.

MISSION

Essex County Public Schools exists to serve the individualized educational needs of our students.

MOTTO

Excellence Through Service

GOALS

- I. Achieve full accreditation in all schools.
Strategies/Activities:
 1. Support school-based professional learning communities.
 2. Provide on-going professional development in evidence-based instructional practices.
 3. Provide updated classroom technology and resources needed for 21st century learning.
 4. Examine student performance data, student and teacher attendance data, and student discipline data at the beginning, middle, and end of each school year.

- II. Develop, attract and retain a highly qualified workforce that reflects our community.
Strategies/Activities:

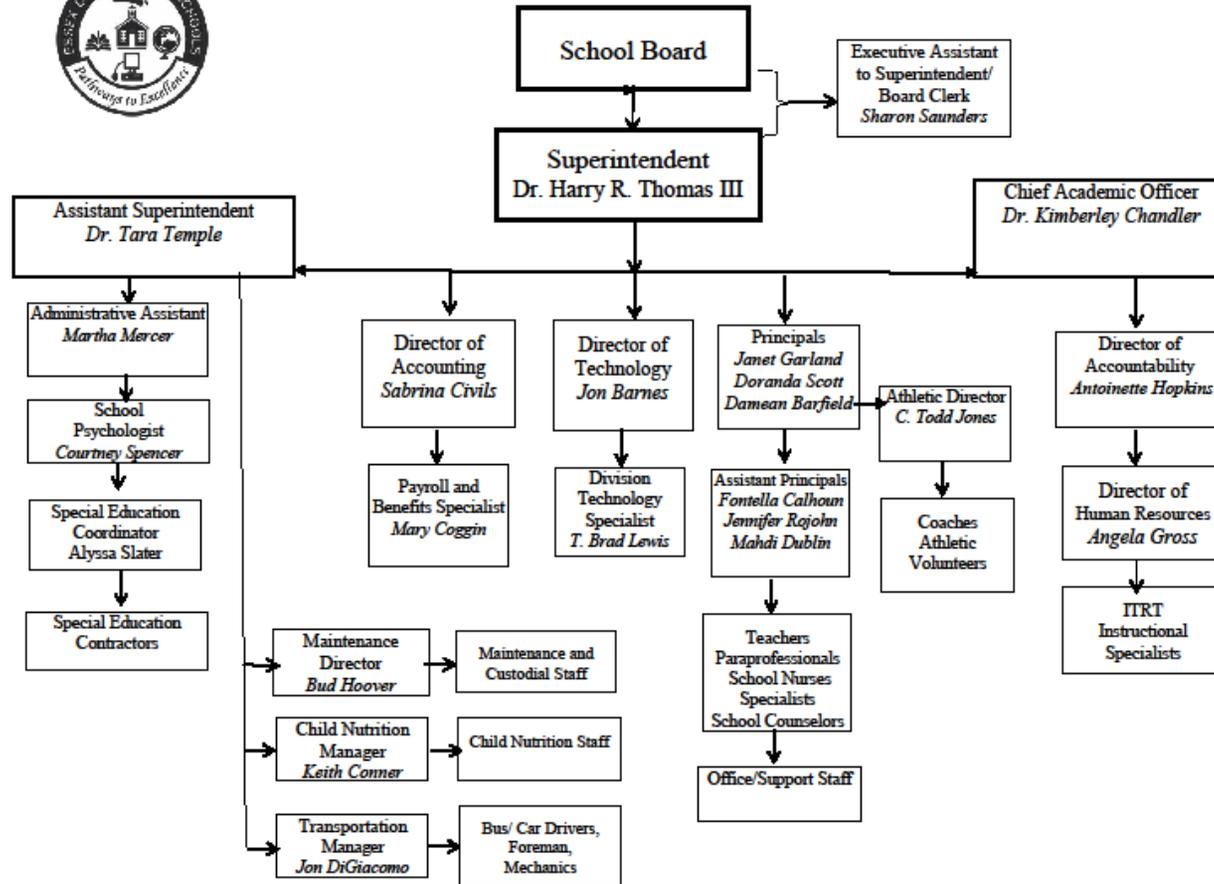
1. Provide a regionally competitive, experience-based teacher salary and benefits package.
 2. Develop a recruitment plan to attract a highly-qualified, diverse applicant pool.
 3. Provide a supportive evaluation system ensuring compliance with state requirements while building capacity of staff.
 4. Conduct climate survey for ECPS staff.
- III. Seek the involvement and participation of the entire community in promoting a positive educational culture.
Strategies/Activities:
1. Conduct a bi-annual community partnership forum.
 2. Facilitate a community-wide survey to seek suggestions for promoting a positive educational culture.
 3. Establish school board created strategies for promoting a positive educational culture.
- IV. Increase family engagement in the education of all students.
Strategies/Activities:
1. Ensure that an annual, school-based family engagement plan is implemented.
 2. Identify one family engagement facilitator for each school.
 3. Support annual literacy event and annual math event at each school.
- V. Improve communication among the school board and with the community.
Strategies/Activities:
1. Participate in a working group to evaluate school division website content and design.
 2. Create a process for school and division-based communications including identification of one public relations coordinator for each school.
 3. Upgrade school board meeting room to enhance visual and auditory communication during meetings.
 4. School board members selected to serve on other boards or committees will give reports during regularly scheduled board meetings.
 5. Conduct an on-going dialogue between the school board and the board of supervisors.

ESSEX COUNTY PUBLIC SCHOOLS
2019-2020 SCHOOL CONTACT LIST

School	Principal and Assistant Principal	Address	Phone Number	Administrative Assistant
Tappahannock Elementary School	Janet Garland jgarland@essex.k12.va.us	205 Elementary School Circle Tappahannock, VA 22560	804-447-5301	Susan Kashen
Essex Intermediate School	Fontella Calhoun fcalhoun@essex.k12.va.us Jennifer Rojohn jrojohn@essex.k12.va.us	912 Intermediate School Circle Tappahannock, VA 22560	804-443-3040	Beverley Taylor
Essex High School	Damean Barfield dbarfield@essex.k12.va.us Mahdi Dublin mdublin@essex.k12.va.us	833 High School Circle Tappahannock, VA 22560	804-443-4301	Sherry Rollins

HOURS

Regular school day for all staff: 7:45 a.m. - 3:45 p.m.
 Substituting for half days: 7:45 a.m. - 11:45 p.m.
 11:45 p.m. - 3:45 p.m.



(Updated 07/20/2020)

ECPS Organizational Chart

ECPS CONTACT INFORMATION

Division Superintendent	Dr. Harry R. Thomas III	443-4199
Executive Assistant to the Superintendent; School Board Clerk	Sharon Saunders	443-4366
Assistant Superintendent	Dr. Tara Temple	443-3469
Chief Academic Officer	Dr. Kimberley Chandler	443-3365
Director of Accounting	Sabrina Civils	443-4590
Payroll and Benefits Specialist	Mary Coggin	443-4427
Director of Human Resources	Angela Gross	443-3266
Director of Technology	Jon Barnes	445-9521
Division Technology Specialist	Brad Lewis	445-9521
Director of Accountability	Antionette Hopkins	443-2140
Maintenance Director	Bud Hoover	443-2460
Child Nutrition Manager	Keith Connor	443-4367
Transportation Manager	Open	443-2151

IMPORTANT INFORMATION

Substitutes may work more than 29 hours weekly as long as they sign the benefit waiver form. Otherwise, you cannot exceed 29 hours of work. It is the responsibility of the substitute to keep track of these hours.

Pay Schedule

You will be paid on the fourth Friday of each month (most months) in accordance with the Payroll Calendar. If you have a question about the number of days worked versus the number of days paid, contact the administrative assistant of each school where you worked.

ESSEX COUNTY PUBLIC SCHOOLS
PAYROLL CALENDAR 2020-2021

WORK

FROM - TO

May 30 – June 12, 2020 10 month staff
 May 30 – July 3, 2020 – 11 & 12 Month Staff Projected
 July 4 – July 31, 2020
 August 1 – August 28, 2020
 August 29 – October 2, 2020
 October 3 – October 30, 2020
 October 31 – November 27, 2020
 November 28 – January 1, 2021
 January 2 – January 29, 2021
 January 30 – February 26, 2021
 February 27 – April 2, 2021
 April 3 – May 1, 2021
 May 2 – May 28, 2021
 May 29 – June 25, 2021

TIME SHEETS DUE

TO CENTRAL OFFICE

Monday, June 15, 2020
 Monday, June 22, 2020

 Monday, August 3, 2020
 Monday, August 31, 2020
 Monday, October 5, 2020
 Monday, November 2, 2020
 Monday, November 30, 2020
 Monday, January 4, 2021
 Monday, February 1, 2021
 Monday, March 1, 2021
 Tuesday, April 6, 2021
 Monday, May 3, 2021
 Wednesday, June 2, 2021
 Monday, June 28, 2021

PAYROLL

PAY DATE

Friday, July 24, 2020
 Friday, July 24, 2020

 Friday, August 28, 2020
 Friday, September 25, 2020
 Friday, October 23, 2020
 Tuesday, November 24, 2020
 Thursday, December 17, 2020
 Friday, January 22, 2021
 Friday, February 26, 2021
 Friday, March 26, 2021
 Friday, April 23, 2021
 Friday, May 28, 2021
 Friday, June 25, 2021
 Friday, July 23, 2021

You will only need to fill out a timesheet if your job is not in Frontline. The administrative assistant at each school can assist with this process.

SALARY SCALE

Daily Rate - Non-degreed \$65.00
Daily Rate - Bachelor’s Degree or Higher \$70.00

Long-Term Substituting (Long-term substituting is defined by the number of consecutive days that are worked for the same teacher.)

\$70.00 (Non-degreed)
\$100.00 (Bachelor’s Degree or Higher)
\$125.00 (Licensed Teacher)

Paraprofessional \$60/Day
School Nurse \$70/Day
Bus Driver \$78/Day

Let us know if you are interested in training to be a bus driver.

IMPORTANT INFORMATION

Unemployment Compensation

In agreeing to offer your services to Essex County Public Schools as a substitute teacher, you acknowledge that there is no guarantee that Essex County Public Schools will need your services as a substitute employee a certain number of days throughout the school year. In requesting to be placed on our substitute teacher list, you are acknowledging that the need for substitute employees is directly related to:

1. Contracted employees' wellness
2. Contracted employee staff development opportunities/requirements, and
3. Other situations outside of the employer's control (jury duty, death of a family member, etc.)

Subsequently, Essex County Public Schools cannot and does not guarantee that you will be employed any specific number of days as a substitute employee throughout the course of a year or that you will earn a certain amount of money on a monthly basis.

Any effort on your behalf to claim unemployment benefits with the Virginia Employment Commission citing a lack of work as a reason will be vigorously contested by Essex County Public Schools. Individuals expecting to be employed on a regular basis or to earn a specific, regular monthly income should not apply to be a substitute teacher.

PROFESSIONAL EXPECTATIONS

ECPS is committed to the substitute program and recognizes the impact that you as an educational employee will have on our children. It is of utmost importance that you exercise **professionalism** and **confidentiality** at all times. Information regarding a student or teacher should never be discussed with others. If a matter arises, always talk directly with the building level principal. Concerns regarding the absent teacher, other teachers, students, parents and/or the school should always be discussed with the principal and should never be discussed with others.

You are expected to fulfill your obligation to report to a school when assigned. Should an emergency occur and you must cancel your assignment, you must contact the school principal or school administrative assistant immediately. You must speak directly with either the school principal or school administrative assistant. Leaving a voice message under these circumstances is not acceptable.

If a substitute teacher behaves unprofessionally, the building principal may ask that the substitute no longer work in their building.

CHECK-IN AND CHECK-OUT POLICY

Work hours are from 7:45 a.m. - 3:45 p.m. Half days are 7:45 a.m. until 11:45 p.m. and 11:45 p.m. until 3:45 p.m.

If schools are on a one-hour delay, you go on a one-hour delay. If schools are on a two-hour delay, you go on a two-hour delay. School delays/closings are posted on the Essex County School division's webpage as well as communicated on surrounding radio/TV stations.

Report to the office to sign in when you arrive and return to the office to sign out when you leave. Do not sign in and out at the same time. If you are leaving earlier than the school time, you must sign out at the actual time left.

The administrative assistant will issue a key to the classroom and a badge. Return these items at the end of the day. Report to the classroom where you have been assigned.

Check for substitute lesson plans, classroom rosters, bell schedule, etc. If there are no lesson plans, contact the building principal or administrative assistant immediately.

Read over the lesson plans to make sure you have a clear understanding of what the students will be doing and that you have all necessary materials for each assignment.

Leave any communication regarding behavior or academic performance of students for the teacher.

Leave the room in an orderly manner.

Reach out to neighboring teacher for advice and information as needed.

RESPONSIBILITIES

- ◆ Always be prompt and reliable
 - ◆ Dress appropriately
 - ◆ Closely follow the lesson plans left by the teacher
 - ◆ Always show enthusiasm
 - ◆ Keep accurate attendance records
 - ◆ Supervise students to ensure their safety in the classroom and throughout the School
 - ◆ Never leave students unattended or unsupervised
 - ◆ Refer student with illness or injury to the office/ school nurse
 - ◆ Never give medication to the student
 - ◆ Consult with the principal when in doubt about anything that affects you or a student under your care
 - ◆ Locate the fire drill plan and other emergency drill plans and familiarize yourself with the exit route and other safety expectations
 - ◆ Be discreet and trustworthy with confidential matters relating to a student or teacher
 - ◆ Information regarding a student or teachers should never be discussed with anyone publicly.
 - ◆ Do not come to school when ill
 - ◆ Cell phone use is prohibited during the instructional day
 - ◆ Failure to adhere to one or more of the above responsibilities may result in the removal of your name from the active substitute teacher list
- It is the
- ◆ Principal's decision who substitutes in the building



Legal Aspects of the Job

An overall consideration when substitute teaching is your legal responsibility in the classroom and school. The following are some legal responsibilities of which you should be aware. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

- **Supervision of Students**—The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. In many states, a teacher acts *in loco parentis*—in the place of a parent—and is allowed to use his/her judgment in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and for orderly education of students.
- **Due Care and Caution**—A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.
- **Release of Children**—Due to possible restraints on who may have custody of a child, a child should not be allowed to leave the building during the school day without express consent from the office.
- **Administering Medication**—Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality**—It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.
- **Anecdotal Records**—maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.
- **Discipline Policies**—A substitute teacher should know the state's position on corporal punishment and the school's policy over various aspects of discipline. Some states require a school to have a policy, and often these policies indicate a specific person, such as the principal, as disciplinarian. If in doubt, referring students to the building principal is sound advice. When sending a student to the principal due to discipline matters, the substitute teacher maintains the duties of supervision and due care for both the individual child and the Remainder of the class. Proper action may be detailed in the school policy or may require your independent sound judgment. Possible actions include having another child accompany the child, sending a child to bring someone from the office to intervene, or having another teacher watch your class while you take the child to the office.

- **Dangerous Situations**—A substitute teacher is responsible for making sure the learning environment is safe. This includes things such as the arrangement of desks so as not to block exits and proper supervision during the use of potentially dangerous classroom equipment. A teacher must also consider the potential for problems in certain kinds of classes. Planned activities in a physical education, science, shop, or home economics class may be uncomfortable for the substitute teacher. In such cases, the substitute may choose to do an alternate activity which they feel they can conduct safely.

POLICY INFORMATION

EQUAL EMPLOYMENT OPPORTUNITY/NONDISCRIMINATION

The Essex County School Board is an equal opportunity employer, committed to non-discrimination in recruitment, selection, hiring, pay, promotion, retention or other personnel action affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, political affiliation, gender, age, marital status or disability is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

The Essex County School Board shall provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons. Further, the Essex County School Board shall not discriminate against qualified disabled persons in the provision of health, welfare and other social services.

I. Policy Statement

The Essex County School Board is an equal opportunity employer, committed to nondiscrimination in recruitment, selection, hiring, pay, promotion, retention or other personnel actions affecting employees or candidates for employment. Therefore, discrimination in employment against any person on the basis of race, color, religion, national origin, ancestry, political affiliation, sex, gender, age, marital status, genetic information or disability is prohibited. Personnel decisions shall be based on merit and the ability to perform the essential functions of the job, with or without reasonable accommodation.

The Essex County School Board shall provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons. Further, the Essex County School Board shall not discriminate against qualified disabled persons in the provision of health, welfare and other social services.

The statement, "Essex County School Board is an equal opportunity employer," shall be placed on all employment application forms.

II. Notice of Policy/Prevention

This policy shall be: (1) posted in prominent areas of each school division building, (2) included in employee handbooks and (3) provided to any employee or candidate for

employment upon request. Training to prevent prohibited discrimination should be included in employee in-service training.

III. Complaint Procedure

A. File Report

Any person who believes he has not received equal employment opportunities should report the alleged discrimination to one of the Compliance Officers designated in this policy. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the Compliance Officers designated in this policy. The reporting party should use the form, Report of Discrimination, GB-F, to make complaints of discrimination. However, oral reports and other written reports will also be accepted. The complaint must be filed with one of the Compliance Officers designated in this policy. Any complaint that involves the Compliance Officer shall be reported to the superintendent.

The complaint and the identity of the complainant and the person or persons allegedly responsible for the discrimination will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. A complainant who wishes to remain anonymous will be advised that anonymity may limit the school division's ability to fully respond to the complaint.

B. Investigation

Upon receipt of a report of alleged discrimination, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer will acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the complainant and the superintendent. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the Superintendent will be notified of the reason for the extended investigation and the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person(s) alleged to have violated the policy and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the complainant and the person(s) responsible for the alleged discrimination. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint alleges the superintendent has violated this policy, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

C. Action by Superintendent

Within 5 school days of receiving the Compliance Officer's report, the superintendent or designee shall issue a written decision regarding (1) whether this policy was violated and (2) what action, if any, should be taken.

If the complaint alleges that the superintendent has violated this policy, the School Board's standing Equal Employment Opportunity/Nondiscrimination Committee shall make the decision and determine what action should be taken. If the School Board does not have such a standing committee, at its next scheduled meeting it shall appoint a committee consisting of three of its members to handle the matter. The committee shall issue a written decision within 14 calendar days of the time the School Board receives the Compliance Officer's report or the time a committee is appointed, if there is no standing committee. The written decision shall state (1) whether this policy was violated and (2) what action, if any, should be taken.

The written decision must be mailed to or personally delivered to the complainant within 5 calendar days of the issuance of the decision. If the superintendent or committee concludes that prohibited discrimination occurred, the Essex County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including dismissal.

D. Appeal

If the superintendent or committee determines that no prohibited discrimination occurred, the person who was allegedly subjected to discrimination may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the superintendent, or with a member of the committee which issued the written decision, who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the superintendent, or the committee, whichever issued the written decision, and any other individual the School Board deems relevant. Written notice of the School Board's decision will be given to the complainant.

Employees may choose to pursue their complaints arising under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

E. Compliance Officer and Alternate Compliance Officer

The Essex County School Board has designated the

Angela Gross
Director of Human Resources
P. O. Box 756, Tappahannock, VA 22560
804-443-4366 or 804-443-3266

as the Compliance Officer responsible for identifying, investigating, preventing and remedying prohibited discrimination. Complaints of discrimination may also be made to the Alternate Compliance Officer

Tara Temple
Assistant Superintendent
P. O. Box 756, Tappahannock, VA 22560
804-443-4366 or 804-443-3469

The Compliance Officer shall

- receive reports or complaints of discrimination;
- conduct or oversee the investigation of any alleged discrimination;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal employment opportunity, and has the authority to protect the alleged victim and others during the investigation.

IV. Retaliation

Retaliation against employees who report discrimination or participate in the related proceedings is prohibited. The school division shall take appropriate action against any employee who retaliates against another employee or candidate for employment who reports alleged discrimination or participates in related proceedings. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations of how to report any subsequent problems.

V. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

VI. Prevention and Notice of Policy

Training to prevent discrimination should be included in employee orientations and in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to school personnel, and (2) included in employee handbooks. All employees shall be notified annually of the names and contact information of the Compliance Officers.

VII. False Charges

Employees who knowingly make false charges of discrimination shall be subject to disciplinary action.

Reference: ECPS Policy GB (Revised December 9, 2013)

REPORT OF DISCRIMINATION

Name of Complainant: _____

For Employees, Position: _____

For Applicants, Position Applied For: _____

Address, Phone Number _____
and Email Address: _____

Date(s) of Alleged Discrimination: _____

Name(s) of person(s) you believe discriminated against you or others:

Please describe in detail the incident(s) of alleged discrimination, including where and when the incident(s) occurred. Please name any witnesses that may have observed the incident(s). Please include a description of any past incidents that may be related to this complaint. Attach additional pages if necessary.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge.

Signature of Complainant

Date

Complaint Received By:

Compliance Officer

Date

Reference: ECPS Policy GB-F

PROHIBITION AGAINST HARASSMENT AND RETALIATION ECPS POLICY GBA/JFHA

I. Policy Statement

The Essex County School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. The Essex County School Board is an equal opportunity employer.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status or genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the School Division.

The school division shall: (1) promptly investigate all complaints, written or verbal, of harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity; (2) promptly take appropriate action to stop any harassment and (3) take appropriate action against any student or school personnel who violates this policy and take any other action reasonably calculated to end and prevent further harassment of school personnel or students.

II. Definitions

A. Harassment Based on Sex.

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when

- submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education;
- submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:

- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

B. Harassment Based on Race, National Origin, Disability or Religion

Harassment based on race, national origin, disability or religion consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual's race, national origin, disability or religion when the conduct

- creates an intimidating, hostile or offensive working or educational environment;
- substantially or unreasonably interferes with an individual's work or education; or
- otherwise is sufficiently serious to limit an individual's employment opportunities or to limit a student's ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, national origin, disability or religion if it meets the immediately preceding definition include:

- graffiti containing racially offensive language
- name calling, jokes or rumors
- physical acts of aggression against a person or his property because of that person's race, national origin, disability or religion
- hostile acts which are based on another's race, national origin, religion or disability
- written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability or religion

C. Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal harassment or retaliation may nevertheless be unacceptable for the educational environment or the workplace. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation, or perceived sexual orientation.

III. Complaint Procedure

A. Formal Procedure

1. File Report

Any student or school personnel who believes he or she has been the victim of harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, or genetic information or any other characteristic protected by law or

based on a belief that such characteristic exists by a student, school personnel or a third party should report the alleged harassment to one of the Compliance Officers designated in this policy or to any school personnel. The alleged harassment should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited harassment should report such conduct to one of the Compliance Officers designated in this policy or to any school personnel. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to one of the Compliance Officers designated in this policy.

The reporting party should use the form, Report of Harassment, GBA-F/JFHA-F, to make complaints of harassment. However, oral reports and other written reports shall also be accepted. The complaint should be filed with either the building principal or one of the Compliance Officers designated in this policy. The principal shall immediately forward any report of alleged prohibited harassment to the Compliance Officer. Any complaint that involves the Compliance Officer or principal shall be reported to the superintendent.

The complaint, and identity of the complainant and alleged harasser, will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is required or permitted by law. Additionally, a complainant who wishes to remain anonymous shall be advised that such confidentiality may limit the School Division's ability to fully respond to the complaint.

2. Investigation

Upon receipt of a report of alleged prohibited harassment, the Compliance Officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, which generally should be not later than 14 school days after receipt of the report by the Compliance Officer. Upon receiving the complaint, the Compliance Officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of harassment and the person accused of harassment. Also upon receiving the complaint, the Compliance Officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. If the Compliance Officer determines that more than 14 school days will be required to investigate the complaint, the complainant and the accused shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Social Service in accordance with Policy JHG, Child Abuse and Neglect Reporting.

The investigation may consist of personal interviews with the complainant, the alleged harasser, and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation will consider witnesses and evidence from both the alleged harasser and the person allegedly harassed. The investigation may also consist of the inspection of any other documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

In determining whether alleged conduct constitutes a violation of this policy, the division shall consider, at a minimum: (1) the surrounding circumstances; (2) the nature of the behavior; (3) past incidents or past or continuing patterns of behavior; (4) the relationship between the parties; (5) how often the conduct occurred; (6) the identity of the alleged perpetrator in relation to the alleged victim (i.e. whether the alleged perpetrator was in a position of power over the alleged victim); (7) the location of the alleged harassment; (8) the ages of the parties and (9) the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all of the facts and circumstances revealed after a complete and thorough investigation.

The Compliance Officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.

3. Action by Superintendent

Within 5 school days of receiving the Compliance Officer's report, the superintendent or designee shall issue a decision regarding whether this policy was violated. This decision must be provided in writing to the complainant and the alleged perpetrator. If the Superintendent or designee determines that it is more likely than not that prohibited harassment occurred, the Essex County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the Superintendent or designee determines that prohibited harassment occurred, the Superintendent or designee may determine that school-wide or division-wide training be conducted or that the complainant receives counseling.

3. Appeal

If the superintendent or designee determines that no prohibited harassment occurred, the employee or student who was allegedly subjected to harassment may appeal this finding to the School Board within 5 school days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party, the superintendent and any other individual the School Board deems relevant. Written notice of the School Board's decision will be given to both the alleged harasser and the person allegedly harassed.

If the Superintendent or designee determines that prohibited harassment occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

Employees may choose to pursue their complaints under this policy through the relevant employee grievance procedure instead of the complaint procedure in this policy.

4. Compliance Officer and Alternate Compliance Officer

The Essex County School Board has designated

Angela Gross
Director of Human Resources
P. O. Box 756, Tappahannock, VA 22560
804-443-4366 or 804-443-3266

as the Compliance Officer responsible for identifying, investigating, preventing and remedying prohibited harassment. Complaints of harassment may also be made to the Alternate Compliance Officer

Tara Temple
Assistant Superintendent
P. O. Box 756, Tappahannock, VA 22560
804-443-4366 or 804-443-3469

The Compliance Officer shall

- receive reports or complaints of harassment;
- conduct or oversee the investigation of any alleged harassment;
- assess the training needs of the school division in connection with this policy;
- arrange necessary training to achieve compliance with this policy; and
- ensure that any harassment investigation is conducted by an impartial investigator who is trained in the requirements of equal employment/education opportunity, and has the authority to protect the alleged victim and others during the investigation.

B. Informal Procedure

If the complainant and the person accused of harassment agree, the student's principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, or administrator.

If the complainant and the person accused of harassment agree to resolve the complaint informally, they shall each be informed that they have the right to abandon the informal procedure at any time in favor of the initiation of the Formal Procedures set forth herein. The principal or designee shall notify the complainant and the person accused of harassment in writing when the complaint has been resolved. The written notice shall state whether prohibited harassment occurred.

IV. Retaliation

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings. The Compliance Officer will inform persons who make complaints, who are the subject of complaints, and who participate in investigations, of how to report any subsequent problems.

V. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

VI. Prevention and Notice of Policy

Training to prevent harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, and genetic information should be included in employee and student orientations as well as employee in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. Further, all students, and their parents/guardians, and employees shall be notified annually of the names and contact information of the Compliance Officers.

VII. False Charges

Students or school personnel who knowingly make false charges of harassment shall be subject to disciplinary action as well as any civil or criminal legal proceedings.

Reference: ECPS Policy GBA/JFHA (Revised: August 11, 2014)

REPORT OF HARASSMENT

Name of Complainant: _____

For Students, School Attending: _____

For Employees, Position and Location: _____

Address, Phone Number _____
and Email Address: _____

Date(s) of Alleged Incident(s) of Harassment: _____

Name of person(s) you believe harassed you or others: _____

If the alleged harassment was toward another, please identify that person: _____

Please describe in detail the incident(s) of alleged harassment, including where and when the incident(s) occurred. Please note any witnesses that may have observed the incident(s). Please include a description of any past incidents that may be related to this complaint. Attach additional pages if necessary.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge:

Signature of Complainant

Date

Complaint Received By:

(Principal or Compliance Officer)

Date

**ACCEPTABLE COMPUTER SYSTEM USE
ECPS POLICY GAB/IIBEA
See also ECPS POLICY GAB-R/IIBEA-R and GAB-R2**

ACCEPTABLE COMPUTER SYSTEM USE

The Essex County School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the Essex County School Division's network or electronically stored division material.

All use of the Essex County School Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by Essex County School Division staff.

This policy applies to all users of the Essex County School Division's computer system. By using or accessing the computer system, the user agrees to abide by this policy.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines include:

- (1) a prohibition against use of the Essex County School Division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the Essex County School Division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to:
 - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and

(c) material that the Essex County School Division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;

- (3) provisions establishing that the technology protection measure is enforced during any use of the Essex County School Division's computers;
- (4) provisions establishing that all usage of the computer system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
- (7) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
- (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (9) a component of internet safety for students that is integrated in the division's instructional program.

Use of the Essex County School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Essex County School Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

The Essex County School Division's computer system is not a public forum.

Users of the Essex County School Division's computer system have no expectation of privacy for use of the Essex County School Division's resources or electronic devices including non-division owned devices while connected to Essex County School Division networks or computer resources.

Software and/or services may not be installed or downloaded on the Essex County School Division's computer system without the prior approval of the superintendent or superintendent's designee.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The Essex County School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the internet. Furthermore, the Essex County School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The Essex County School Board will review, amend if necessary, and approve this policy every two years.

Adopted: May 13, 2019

Revised: July 8, 2019

TECHNOLOGY USE GUIDELINES

All use of the Essex County School Division's computer system shall be consistent with the Essex County School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the Essex County School Division's network or electronically stored division material.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Essex County School Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the division or (2) for legitimate school business.

Privilege. The use of the Essex County School Division's computer system is a privilege, not a right.

2. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
 - sending, receiving, viewing or downloading illegal material via the computer system.
 - unauthorized downloading of software.
 - using the computer system for private financial or commercial purposes.
 - wastefully using resources, such as file space.
 - gaining unauthorized access to resources or entities.
 - posting material created by another without his or her consent.

- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
 - using the computer system while access privileges are suspended or revoked.
 - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
 - intimidating, harassing, bullying, or coercing others.
 - threatening illegal or immoral acts.
3. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
- be polite.
 - users shall not forge, intercept or interfere with electronic mail messages.
 - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
 - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
 - users shall respect the computer system's resource limits.
 - users shall not post chain letters or download large files.
 - users shall not use the computer system to disrupt others.
 - users shall not modify or delete data owned by others.
4. **Liability.** The Essex County School Board makes no warranties for the computer system it provides. The Essex County School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The Essex County School Division is not responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the Essex County School Board for any losses, costs, or damages incurred by the Essex County School Board relating to or arising out of any violation of these procedures.
5. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
6. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
7. **Charges.** The Essex County School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, data, or long-distance charges.
8. **Electronic Mail.** The Essex County School Division's electronic mail system is owned and controlled by the Essex County School Division. The Essex County School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the Essex County School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any

student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

9. **Enforcement.** Software will be installed on the division's computers having internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by school board policy, or legal action.**

Adopted: May 13, 2019

Revised: July 8, 2019

TECHNOLOGY INITIATIVE REGULATIONS

The Essex County Public Schools (ECPS) Technology Committee has determined that the following regulations be put in place to assist with ECPS Technology Initiative staff usage. The ECPS Technology Initiative is an extension of the current computer program at ECPS. The goal is to place one device in the hands of each student to reach a 1:1 ratio of devices per student. The term device includes any type of personal computer system used in conjunction with the ECPS Technology Initiative. The term cart includes any type of storage system designed to store, house, or charge a device used in the ECPS Technology Initiative.

1. **Acceptable Device Cart Use.** Staff members are expected to abide by the following regulations in accordance with device cart usage.
 - 1.1. Staff should assign students a specific device number to be used daily. Staff should visually check to make sure students are using the correct device at the start of use. In the event a device is being repaired and is unable to be used, the staff member should assign a new device number to the student and record this information until the repaired unit is returned.
 - 1.2. Staff members should visually inspect each device as regularly as possible. Staff should inform students to alert them if there is any damage to a device. Devices are to be placed into the cart in the correct order via the labeled number on the device.
 - 1.3. Staff is responsible for checking over the device cart daily. Staff should check for any damage to the device cart and report this to the Technology Department.
 - 1.4. Devices should be returned to the device cart when not in use during class to be charged. Staff members should plug in device carts at night to make sure devices are fully charged each morning.
 - 1.5. Carts should remain locked at all times when not in use.
 - 1.6. Staff members should report the loss of any device, cart, or key immediately to the Technology Department and School Principal. Staff members should also report the

removal of any labels or numbering tags from the device to the Technology Department.

- 1.7. Staff members are not allowed to borrow or lend out devices from device carts to other staff or students. All devices must remain in the same room with the device cart and are not to be removed from the classroom.
- 1.8. Failure to follow the above steps and to notify the Principal or Technology Department may result in staff members being held liable for repair costs and damages.

Adopted: April 26, 2017

CHILD ABUSE AND NEGLECT REPORTING ECPS POLICY JHG

Reporting Requirement

Every employee of Essex County School Board who, in his professional or official capacity, has reason to suspect that a child is an abused or neglected child, in compliance with the Code of Virginia § 63.2-1509 et seq. shall immediately report the matter to

- the local department of social services where the child resides or where the abuse or neglect is believed to have occurred;
- to the Virginia Department of Social Services' toll-free child abuse and neglect hotline; or
- to the person in charge of the school or department, or his designee, who shall make the report forthwith to the local or state agency. The person making the report to the local or state agency must notify the person making the initial report when the report of suspected abuse or neglect is made to the local or state agency, and of the name of the individual receiving the report, and must forward any communication resulting from the report, including any information about any actions taken regarding the report, to the person who made the initial report.

Notice of Reporting Requirement

The School Board shall post in each school a notice that

- any teacher or other person employed there who has reason to suspect that a child is an abused or neglected child, including any child who may be abandoned, is required to report such suspected cases of child abuse or neglect to local or state social services agencies or the person in charge of the relevant school or his designee; and
- all persons required to report cases of suspected child abuse or neglect are immune from civil or criminal liability or administrative penalty or sanction on account of such reports unless such person has acted in bad faith or with malicious purpose. The notice shall also include the Virginia Department of Social Services' toll-free child abuse and neglect hotline.

Complaints of Abuse and Neglect against School Personnel

The School Board and the local department of social services shall adopt a written interagency agreement as a protocol for investigating child abuse and neglect reports, including reports of sexual

abuse of a student, against school personnel. The interagency agreement shall be based on recommended procedures for conducting investigations developed by the Departments of Education and Social Services.

Adopted: May 11, 2015

IMPORTANT NOTE: The Code of Virginia states that “Any teacher or other person employed in a public or private school, kindergarten or nursery school” is **mandated by law** to report suspected child abuse. Child abuse may be defined as the infliction, by other than accidental means, of physical or emotional harm upon a child. If you suspect a child has been abused, you must immediately report your concerns to the building principal.

BOARD-STAFF COMMUNICATIONS

The School Board’s intent is to develop the best possible working relationship with the employees of the school division. The School Board welcomes the viewpoints of employees and it shall allow time at its meetings for employees to be heard.

Reference: ECPS Policy GBD (Revised December 9, 2013)

CHILD ABUSE/NEGLECT REPORTING

The purpose of child abuse reporting legislation is to protect the best interests of children. As a substitute teacher with the school division you are considered to be a **MANDATORY REPORTER**. As such, if you know or reasonably believe that a child has been neglected or physically or sexually abused, it is your legal responsibility to immediately notify the building principal, the nearest peace officer or law enforcement agency, or the office of the Virginia Department of Child Protective Services within twenty-four hours.

It is not the responsibility of school employees to prove that the child has been abused or neglected, or determine if the child is in need of protection. Investigations are the responsibility of the Department of Social Services. Investigations by education personnel prior to submitting a report should not go beyond what is necessary to support a reasonable belief that a reportable problem exists.

What is important to remember is that IT IS A LAW to report suspected child abuse or neglect WITHIN TWENTY-FOUR HOURS to the proper authorities. Failure to do so may result in being charged with a CLASS B MISDEMEANOR. Keep in mind that any person making a report or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that might otherwise arise from those actions.

BLOOD BORNE DISEASES

Blood borne diseases are caused by microorganisms that are carried by blood and body fluids. The two most common microorganisms are the hepatitis B virus (HBV) and the human immunodeficiency virus (HIV).

Hepatitis B virus is more common than HIV. According to the Center for Disease Control, 500,000 individuals become infected with the Hepatitis B Virus annually compared to 40,000 individuals that contract HIV each year.

HBV (Hepatitis B Virus)

Hepatitis is an “infection of the liver.” If you are infected with HBV, you may:

- Have flu-like symptoms such as fatigue, fever, diarrhea and weight loss.
- Require hospitalization.
- Infect others via blood, saliva, and other body fluids.
- Spread the infection to sexual partners, family members and unborn infants.

Symptoms of Hepatitis B are hard to identify. Numerous patients exhibit no signs or symptoms. The only positive way to diagnose Hepatitis B is to have a blood test.

HIV (Human Immunodeficiency Virus)

There is no vaccine to prevent HIV which is a virus that attacks the body’s immune system. Progression of this virus causes the disease AIDS. Facts about HIV are:

- You may have flu-like symptoms (fever, diarrhea, fatigue)
- You may have the virus for several years without showing signs or symptoms
- You will eventually develop AIDS - usually between 6 months and 10 years.

HIV is transmitted through blood and body fluids. All laws (federal, state and local) protect the confidentiality of a person with HIV/AIDS. To disclose information regarding a person’s medical history without their written permission is prohibited and punishable by fine.

Exposure Control Plan

OSHA requires that all facilities with 10 or more employees have a plan to follow in the event of an exposure to blood and/or body fluids. Each facility has a copy of the Essex County Public Schools’ Exposure Control Plan.

What can you do to protect yourself against exposure?

1. Wash your hands. Hand washing is the single-most effective measure you can take to prevent the spread of infectious diseases.
2. Wear latex gloves.

3. If warranted - use the personal protective devices such as masks, aprons, goggles and CPR mouthpieces.
4. See that contaminated surfaces have been properly and promptly disinfected. The EPA (Environmental Protection Agency) recommends an approved germicide or a disinfectant solution of 1:10 (one-part bleach to 10 parts water).
5. Follow established waste procedures. Dispose of contaminated waste (gloves, towels, trash with blood, etc.) in the proper bio-hazardous waste cans that are provided at each school facility. Handle all sharps (lancets, needles, etc.) with care and dispose in the red sharps containers that are located at each facility.

What should you do if you or a co-worker is involved in an exposure incident?

- Immediately wash the skin with soap and water. For exposures to the mouth or eye, flush with copious amounts of water.
- Report to your supervisor immediately. Your supervisor will report the incident to the school nurse.
- Promptly follow through with a medical referral as directed by the school nurse.

Reminders:

No drinks or food are allowed in an area that may be exposed to blood or other potentially infectious materials. This includes areas where the bio-hazardous trash cans are located. Only bloody waste is to be discarded in the white hazardous waste cans. Please do not dispose of regular trash in these containers.

IDENTIFYING SEXUAL HARASSMENT

What is sexual harassment?

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

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or a student's academic success.
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individuals.
- Such conduct unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, or offensive working/learning environment.

What is a "yardstick" for determining what constitutes sexual harassment?

Sexual harassment is behavior that:

- Is unwanted or unwelcome.
- Is sexual in nature or gender-based.
- Is severe, pervasive, and/or repeated.
- Has an adverse impact on the workplace or academic environment.
- Often occurs in the context of a relationship where one person has more formal power than the other (supervisor/employee, faculty/student, etc.)

To whom can I talk about sexual harassment concerns?

- Your local principal, superintendent, or personnel/human resources office.
- Your city or state office of anti-discrimination.
- Your state office of Equal Employment Opportunity Commission (EEOC).
- The Office of Civil Rights, U. S. Department of Education.

What are some examples of verbal, non-verbal, and physical sexual harassment?

The following are behaviors which could be viewed as sexual harassment when they are unwelcome:

Verbal:

- Whistling or making cat calls at someone.
- Making sexual comments about a person's clothing or body.
- Telling sexual jokes or stories.
- Referring to an adult woman or man as a hunk, doll, babe, or honey.
- Spreading rumors about a person's personal sex life.
- Repeatedly "asking out" a person who is not interested.

Non-Verbal:

- Paying unwanted attention to someone (staring, following).
- Making facial expressions (winking, throwing kisses, licking).
- Making lewd gestures.
- Giving gifts of a sexual nature.

Physical:

- Hanging around, standing close, or brushing up against a person.
- Touching a person's clothing, hair, or body.
- Touching oneself in a sexual manner around another person.
- Hugging, kissing, patting, stroking, massaging.

What should I do if I feel I am being sexually harassed?

- Talk to your harasser if possible. Tell her/him that you find the behavior offensive.
- Continue going to work/class.
- Document all sexual harassment incidents. Record the time, date, place, and people involved.
- Consider talking to others to see if they have experienced sexual harassment.
- Put your objection in writing, sending a copy by registered mail to the harasser and keeping a copy in your file. Say:
 - On "this date" you did "this."
 - It made me feel "this."
 - I want "this."
- Report the harassment to the building administrator and district personnel/human resource director.

Sexual harassment can be directed at or perpetrated by you, administrators, faculty members, staff members, or students.

CHILDREN WITH DISABILITIES AND SPECIAL EDUCATION

Public Law 94-142

Passed in 1975, “The Education for All Handicapped Children Act” was amended and is now called “IDEA,” or the “Individuals with Disabilities Education Act.” It provides that all handicapped children between the ages of 3 and 21 are entitled to free public education. Presently, the terms disability and disabled are used in place of handicap and handicapped.

The law defines individuals with disabilities to include those who are *intellectually disabled, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, or orthopedically impaired; have multiple handicaps; or have other health impairments or learning disabilities* and therefore need special educational services.

IDEA also provides that ALL students with disabilities have the right to be served in the least restrictive environment—this means that they must be educated and treated in a manner similar to their nondisabled peers. This usually consists of mainstreaming which is placing children with disabilities in the regular classroom.

Who decides which children are disabled and how they will be educated? Federal Law requires that a team consisting of the student, his/her parent(s), teachers, principal, and other professionals develop an IEP (Individual Education Plan) or a 504 Plan detailing the goals and objectives of the educational services to be provided. The IEP and 504 Plan lists all special and regular activities in which the student will participate.

COVID-19

Do not report to work if you have any symptoms of illness or COVID-19. If you are placed under quarantine, do not accept any jobs as a substitute. If you receive a positive COVID-19 test and have been in the school buildings, call Human Resources (804-443-3266) immediately. Follow all recommended guidance from the Health Department if you have a positive test or are under quarantine due to COVID-19.

ADVICE FROM SPECIAL EDUCATORS FOR SUBSTITUTE TEACHERS

Berks County Intermediate Unit
Reading, PA

In some cases, you may be assigned to teach in a special education “resource room,” where all of the students have been identified as having special needs. In other cases, you may be teaching in a regular classroom where there are particular students with identified special needs. Whichever is the case, here are some thoughts on how to facilitate the learning of these students.

1. Respect is the key attitude for success with all students.
2. These students may have a variety of learning challenges. Do not think first of their special needs, but think of them first as learners.
3. All children respond to sincere encouragement, but don’t overdo it. Be sensitive to the fact that learning is more difficult for these students than for many others.
4. Depending on the grade level you are teaching, these students may have experienced years of school failure. Be aware of this as you respond to their needs and work to help them find success.
5. Depending on the student’s learning challenge, you may find you need to repeat yourself more often. Be patient. Check for student understanding after giving directions.
6. If there are problems, do not single out a child in front of the class, but deal with him/her privately.
7. Many children with special needs have Individualized Education Plans (IEPs). Consult these plans when available, as they provide structure for the student’s learning. The teacher should have daily plans drawn from these IEPs.
8. You often may be privy to confidential information about students with special needs. It is critical that all information you obtain about students during your teaching day remain confidential. Depending on the grade level, students may feel self-conscious that you know they have learning challenges, this can set up defensiveness on their part.
9. During your teaching day, you may need to locate yourself in close proximity to these children to offer assistance and help them stay focused. A gentle reminder will often times suffice for them.
10. An instructional assistant or aide may be in the classroom. Such a person can be of tremendous help because they have a history with the students and are aware of routines, personalities, and other important background information.
11. Do not hesitate to ask for assistance from the principal or another teacher if you have concerns or questions during the day.

12. Carefully note the daily schedules for students with special needs. They often have support personnel (language or hearing specialists) who come into the classroom. At other times, they may leave the classroom to attend regular or special classes.
13. There may be specialized teaching equipment or machines in special education classrooms. Check with the instructional assistant, the principal, or another teacher before using these items.
14. Sometimes students are allowed to use certain learning aids to assist them with their work. Hopefully, the regular teacher will leave information instructing you as to which students may use the aids, and under what circumstances.
15. In some special education classes, behavior reports go home daily to parents that record the behavior of the child throughout the day. Become as familiar as possible with the system or ask the assistant to focus on or give the feedback for the particular student(s) for the day.
16. In class discussions, if a student responds with an incorrect answer, provide clues or a follow-up question to help him/her think of the correct answer. Look for ways to praise students for their thinking and behavior, as well as correct their answers.
17. Present short and varied instructional tasks planned with the student's success in mind.
18. Have on hand an ability-appropriate book to read, audio tapes, flash cards of facts, games, puzzles, mental math exercises, or other activities for substituting in these classes.

ADVICE FROM SCHOOL NURSES FOR SUBSTITUTE TEACHERS

1. Do not dispense medication (prescription or over-the-counter) to any students. Send them to the office or school nurse where they will have a record of the written permission to give the student the medication, the prescribed amount, and a system for recording the times and dosage administered.
2. Refer all students with injuries (even minor ones) to the office so the normal school procedures can be followed. In an emergency, you may need to escort the student to the office. Or, in a less serious situation, have another student accompany the injured child.
3. Use disposable gloves that are waterproof and made of either latex or vinyl in the event of an emergency that requires you to come in direct contact with a student's injury. If you do not have gloves available, you may request them from the office or school nurse.
4. Always wear protective gloves when you come in contact with blood, bodily fluids, and torn skin, or when handling materials soiled with the same.
5. If you come in contact with bodily fluids from a student, throw your gloves away in a lined garbage can. Better yet, first seal the soiled gloves in a small plastic bag before depositing them in the trash. Wash your hands for 10 seconds with soap and warm water after you remove the gloves.

6. Encourage students to wash their hands before meals and when using the restrooms to reduce exposure to germs.
7. Do not allow students who are bleeding to participate in class until the bleeding has stopped and the wound has been cleaned and completely covered.
8. Check with the school office when there is a student injury. You are required to complete an accident report form and submit it to the school nurse. Be sure to leave a copy for the permanent teacher, and keep one for your records.
9. Prevention is the most important antidote for medical emergencies. Always stay with the students. Contact another adult if you need to leave the students at any time. If you have recess duty, walk around the playground being proactive about potentially dangerous behavior. Remember, you are the adult in charge.

APPROPRIATE ATTIRE

Men: Consider wearing a tie with a button-down shirt or a collared shirt.

Women: Avoid high heels, short skirts, and low-cut tops. Select comfortable outfits in which you can bend down, stoop over, and write on whiteboards/ Electronic Boards with ease.

As a general rule, jeans, t-shirts, sweat suits, and other casual clothing are not considered professional or appropriate for the classroom setting. You should always dress at least as professionally as your permanent teacher counterpart.

Dress in appropriate gym attire if you are substituting for a physical education teacher.

Some personnel have conditions that require they wear tennis shoes. If that is the case, please provide the principal at each school in which you work with a doctor's note.

OTHER OUT OF CLASSROOM SITUATIONS

In addition to regular classroom management, there are several special situations for which you need to be aware and prepared. These situations include emergency and evacuation procedures, assemblies, playground and lunch duty, field trips, inclement weather days, and escorting students to the bus. As you review the following suggestions, keep in mind that you are the teacher, and as such, assume full responsibility for all of the students in your care.

- ❖ Ask the district office for information about emergency action plans and protocol. Find out what to do in the event of a fire, flood, earthquake, bomb threat, etc.
- ❖ Since every building and classroom is different, it is important to know where the nearest exit is and have a class list available to grab when you evacuate the building.

- ❖ If you hear the fire alarm or a message over the intercom, instruct the students to quickly and quietly leave the room in single file toward the designated exit door.
- ❖ After evacuating the building, use the class list to account for all of the students in your class.

Evacuate the students from your classroom and have a class list with you as you leave the building!

Emergency Response Plan

In the event of an emergency:

Lockdown Code BLUE

- Lock classroom door.
- Cover door window.
- Move all students away from view of door window.
- Wait for instructions from school administration.
- Keep student roster with you in the event of a quick evacuation.
- Do NOT leave the room or allow anyone to leave the room for any reason until the **CODE GREEN** is announced.
- DO NOT CALL THE OFFICE, other teachers, or anyone else for any reason.
- Scan room for any unusual packages, items, book-bags, etc.

Lockdown Code YELLOW

- Lock classroom door.
- Report to classroom doorway and remain there for verbal instruction from school administration.
- Do NOT leave the room or allow anyone to leave the room for any reason until the **CODE GREEN** is announced.
- DO NOT CALL THE OFFICE, other teachers, or anyone else for any reason.

Code GREEN

- Resume all normal activities.
- You will be debriefed about the event as soon as possible by announcement, memo, or end-of-day staff meeting

PLAYGROUND AND LUNCH DUTY

Being on playground or lunch duty involves more than just physically being in the vicinity of the students. Your job is to supervise their actions and activities to ensure a safe environment and experience. Take proactive measures to deter potential problem situations. Intervene before situations get out of control. Should a serious problem arise, don't hesitate to elicit help from another teacher or school administrator, or send a student to get this help. Never leave a group of students unsupervised.

ESCORTING STUDENTS TO THE BUS

In some schools, you may be expected to escort students from the classroom to the bus. Find out exactly what is expected. Do you walk the entire class out and at what time? Do you need to stay in the bus loading area until the buses have left? What about students who do not ride a bus? Every school is different, and sometimes even classes within the same school have different bus policies. Do your best to find out what you need to do from the office, neighboring teachers, or students before the end of the day.

ASSEMBLIES/PEP RALLIES

At first thought, an assembly seems like a pleasant break in the school-day routine. However, a substitute teacher must have a plan for managing students during this activity. Here are some suggestions to help you survive the event with nerves still intact:

1. Find out the time and location of the assembly. In a middle or high school, you should also check to see how the regular class schedule will be altered to accommodate the assembly.
2. Talk to neighboring permanent teachers. Many schools have specific procedures for going to and returning from an assembly, as well as assigned seating for each class.
3. If such procedures exist, familiarize yourself with them and do your best to follow them.
4. If there are no established procedures, devise your own (walk in a single file line down the hall to the assembly, sit together as a class, return in a single file line, etc.).
5. Determine the specific behavior you expect during the assembly, with consequences and rewards dependent upon how these expectations are met. Beware of punishing the whole class for the misdeeds of a few. This can create a hostile environment with the students acting out against each other as well as you.
6. Teach or review with the students the procedures, expected behavior, and consequences or rewards associated with the activity.

SUBSTITUTE HINTS AND SUGGESTIONS

1. Know the teacher next door. Introduce yourself so you can call on someone to answer questions about schedules or material for the class throughout the day.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go, but please be sparing in your use of hall passes.
3. Do not let students start any name calling or being rude to other students. It is much easier to stop a verbal disagreement than to stop pushing or fighting.
4. Try to be in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on students coming in the classroom. If the students see a teacher, they are less likely to behave inappropriately.
5. Try to identify the names of one or two trustworthy students who will tell you the truth and help out in class.
6. Know the bell schedule. They are different at the different levels (elementary, middle, and high).
7. Never let a class go early for lunch or to the next class unless the teacher for whom you are substituting or the teacher next door says it is okay.
8. Establish your expectations very clearly at the beginning of the day.
9. Read the Essex County Schools' Code of Conduct booklet. Pay special attention to dress code and cell phone/electronic device policies.
10. Do not discuss the teacher's class or the students with other people, especially out of school. You are a professional and should not discuss individual students or problems.
11. If you need to talk to someone about a problem, talk to the principal.
12. Be neat in your appearance.
13. Follow the lesson plans the teacher has left. If there is a problem, ask the teacher next door for advice.
14. Correct the students' work for the day if possible.
15. Even though a few students can upset your plans, find out the names of students who have been good or helpful, and let the teacher know about them. Leave the teacher a note on the behavior of the whole class.
16. Most students will follow your leadership, but there will be some who will question your authority. It is better not to argue. Instead say, *"I know this may not be the way Mr. Smith does it, but this is the plan for today."*

17. If you are not sure how the teacher wants an assignment done, ask another teacher. If you must develop your own plan, be sure to leave a note for the permanent teacher explaining what you assigned.
18. Be assertive so students don't feel they can manipulate your decisions and authority. Use statements such as:
 - I need you to start reading now.
 - I want everyone to pass their papers forward.
 - I don't need . . .
 - I don't want . . .
19. Don't let students manipulate you by protesting or saying, "*We never do that!*" Calmly tell them, "*I understand, but today we will read aloud instead of silently.*"
20. Walk around the room. Don't just sit at the desk, especially during independent work or a test. Students will be less likely to talk or cheat when you are close by them. You should not just sit and read books or magazines.
21. If you suspect that a student is in possession of a knife or any other weapon, report suspected violators to the principal's office, or send a reliable student to the office with a note requesting an administrator immediately. Do not let the suspected student out of your sight until an administrator arrives.
22. If students are using a classroom set of materials (workbooks, textbooks, calculators, etc.), be sure to have them all returned before the entire class leaves. It is easier to locate one book or calculator in a class of 30 rather than trying to find it in the whole school. Hopefully, the calculators or books are numbered and have been assigned in a given order so you know who has the missing item.
23. Do not touch the blood of a bleeding child. Use a napkin, paper towel, or cloth to cover the cut. Whenever possible, have the student treat the injury until the proper individuals have been notified. If the student is able, send them to the school nurse.
24. Don't make statements lightly—"Students remember!"

Advice from Students

- Trust us.
- Be fair to everyone.
- Address the troublemakers, not the whole class.
- Make learning fun.
- Give us our assignment and let us go to work.
- Allow study time in class.
- Show concern and be willing to help with assignments.
- If I raise my hand, don't ignore me.
- You can be both strict and nice.
- Don't yell.
- Be straightforward with us.
- Be organized.
- Speak quietly and be patient.
- Give us something to work toward.
- Leave your personal life at home.
- Think positively of every student.
- Speak clearly.
- Be reasonable in your expectations.
- Have a sense of humor.
- Follow through with promises and consequences.



How Should I Do That?

When substituting, you are expected to cover the material outlined in the permanent teacher's lesson plan. However, sometimes lesson plan instructions are general and very nonspecific with regard to lesson presentation. Here are several techniques for presenting lesson plans that will cover the material in a positive and creative way.

Lesson Plan: *Have students read chapter 18 and answer questions.*

1. Pre-test and Post-test: Ask students to guess what will be covered before they start reading. Share ideas aloud and write down five facts or ideas as predictions. Afterward, conduct a post-test by checking the accuracy of their predictions.
2. Togetherness: Read the assignment out loud with students to find the answers. By making the assignment a class activity, you promote classroom cooperation.
3. Group Effort: Divide the class into groups and ask each group to report on part of the reading. This method is best used with material that does not require continuity to be meaningful.
4. Quiz Board: Give the assignment and tell the students that you will stop 15 minutes before the end of the class and establish a quiz board. Appoint three to five students or select volunteers to be members of the board. Ask them to come to the front of the room. The rest of the students pose questions to these students about the day's reading. After a certain number of questions have been answered, a new board may be selected. This technique works well for review. An added advantage is that you need not know the subject well in order to handle it.

Lesson Plan: *Have the class write a composition _____?*

1. Sentence Starters: To make any topic more meaningful, encourage students to relate to it personally. One way is to write sentence starters that use students' natural speech pattern, such as, "I wish," "I like," "I'm glad I'm allowed to," "I think."
2. Whole Class: If the students are assigned to write a story, suggest that they first decide on a cast of characters, a setting, a time, etc., as a class. By doing the groundwork together, the students will be "into" the story before they lift a pencil.
3. Brainstorm: If the assignment is an essay, consider using a brainstorming technique. Ask students to say whatever comes to mind about the topic and write their ideas on the board in some quick, abbreviated form. When everyone has had a chance to study the list, students can begin to write using whatever brainstorming ideas they wish.
4. Free Association: Whatever the topic, propose that the students write free association work lists about it. Tell them to start with the given work, such as "freedom," "pets," or "winter," and then add up to ten other words that immediately come to mind about the key word. Now the students can write their own compositions.
5. Clarify Values: Before students start to write, initiate a values clarification exercise that will help students relate an abstract subject to their own lives. For example, if the topic is

“conservation of electricity,” have the students start by listing five electrical gadgets or appliances they use, that they could do without. Record their answers on the board. From this specific exercise, the students can move on to the broader issue.

Lesson Plan: *The class has a test tomorrow. Have them study and review.*

1. **Games:** Try a game format for drill material, such as spelling, number facts, state capitals, and vocabulary. Use familiar games like tic-tac-toe, Jeopardy, baseball, etc.
2. **Model Tests:** Have pairs or small groups of students make up model tests. Assign one group true and false questions, another group multiple choice questions, etc. Spend the last part of the class going over the questions. Ask each group to read their test, while the rest of the class gives the answers.
3. **Students as Teachers:** Have the students teach each other.
 - Give five minutes in which students are to write five to ten things they know about the material covered without opening their books or using their notes.
 - Ask students to compare their list with the student next to them. In pairs, have them add additional items during the next ten minutes.
 - Have the students remain in pairs and open their books and notes. Add to their lists using their notes and text during the next ten minutes.
 - Allow each student pair to join an adjacent pair and ask the groups of four to compare their lists and add additional information during the next ten minutes. Encourage students to discuss and clarify their knowledge.
 - In a full class discussion, have students consider all known knowledge. Allow students to ask questions of one another and have knowledgeable students clarify misunderstandings.

Lesson Plan: *Discuss topics _____ with the class.*

1. **Students Take Lead:** Have a student lead the discussion, or call on two or three students.
2. **Speak Their Minds:** Have the class spill out all sorts of ideas related to the discussion topic. Do not judge the ideas - anything goes! Just encourage the students to speak their minds. After about five minutes, start the discussion again, this time arranging their ideas in a more orderly fashion.
3. **Debate:** If the topic is controversial, divide the class into sections, each representing a special interest group. During the discussion, each group will give its point of view on the subject.

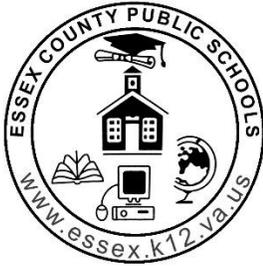
Lesson Plan: *Show the Video, then discuss.*

1. **Pre-test and Post-test:** To heighten student interest in the audio visual materials, use the pre-test and post-test technique. Introduce the activity with a comment such as, “If you were making a movie about crocodiles, earthquakes, or China, what would you include?” As they watch, have students check their lists against the film. How does the film compare to the students’ expectations?
2. **Questions:** As students watch, have them write down three questions that are answered in the film or video, then discuss the questions with the class after the presentation.

CLOSING

Substitute teaching is a demanding and rewarding job. We hope this handbook provides you with the information you need to make your employment with ECPS successful. All suggestions and comments are welcome to improve the substitute teacher training and/or your experience as a substitute teacher. Please send comments to:

Angela Gross, Director of Human Resources
Essex County Public Schools
P. O. Box 756
Tappahannock, Virginia 22560
804-443-3266



ESSEX COUNTY PUBLIC SCHOOLS

Building a Pathway to Excellence

I have read the Handbook for Substitute Teachers and have completed Substitute Teacher Training. My signature below signifies my understanding and acceptance of the expectations for substituting in Essex County Public Schools.

Signature

Date

Name (Please Print)