

**WEBSTER COUNTY
SUBSTITUTE TEACHER'S
HANDBOOK
2018-2019**



“Creating Great Possibilities for Students”

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Terms of Employment

Equal Opportunity Employer

Webster County School System is an Equal Opportunity Employer. The District does not discriminate on the basis of age, genetic information, color, disability, race, national origin, religion, sex, or genetic information, as required by law. Reasonable accommodations for individuals with disabilities will be made, as required by law.

Eligibility and Employment of Substitute Teachers

To be eligible for substitute teaching in the state of KY, individuals must hold one of the following:

- A regular active teaching certificate
- A 5 –year substitute certificate issued by Educational Professional Standards Board (EPSB)
- An Emergency Certified Substitute Certificate is issued to substitutes who have a minimum of 64 college hours with a minimum of 2.45 GPA, and for those who hold a college degree without a teaching certificate.

Application for Employment

- Initial applications are submitted on the district website (www.webster.kyschools.us). In the online process a transcript copy can be uploaded showing the minimum requirement of 64 college hours with a GPA of 2.45 for those who do not hold a college degree.
- Substitutes who maintain continuous employment with the District do not have to resubmit an application, unless there is a break in employment.

Additional Requirements for Emergency Certified Substitute Teaching Certificate Only:

1. The district will enter a TC-4 application for the applicant on the EPSB website (www.epsb.ky.gov) for a one-year Emergency Certified Substitute Teaching Certificate.
2. An official transcript showing a bachelor’s degree or a minimum of 64 college hours must be submitted to the district. For applicants who do not have a bachelor’s degree, a 2.45 Grade Point Average (GPA) is required.
3. Applicants must create an account on EPSB (www.epsb.ky.gov) to complete the *Fitness and Character Questionnaire*.
4. EPSB applicant instructions are found on the EPSB website (www.epsb.ky.gov) or available at the Central Office.
5. Kentucky Emergency Certified Substitute Teaching Certificate is district specific and must be issued for each district in which the applicant seeks employment. The certificate will be issued for one-year through email. The District will print the certificate for the district personnel file.

Reasonable Assurance Letters of Intent

In the second semester of each year, substitute teachers will be notified by a letter of reasonable assurance that they have reasonable assurance of continued employment with the District for the upcoming school year. Substitutes must return the reasonable assurance letter to remain on the District substitute list for the following year.

Additional Requirements for Employment

Transcript

An official transcript must be submitted to the Central Office for the employee personnel file. Employees, who earn an additional degree, must submit an updated transcript to the finance department for an adjustment to earnings.

Criminal Background Checks

Substitute teachers must pass a state and federal criminal history background check. The District requires the applicant's fingerprints for the Kentucky State Police and the FBI report.

Proof of Employment Eligibility

For proof of employment eligibility in the U.S., the district is required to have a copy of the applicant's driver's license and social security card.

Medical Examinations

Documentation of a physical examination performed by a licensed physician, physician assistant (PA), or Advanced Practice Registered Nurse (APRN) at the applicant's expense. As a condition of employment, applicants shall be required to submit to a urinalysis for the detection of the illegal use of drugs as part of the pre-offer, pre-employment physical. The report must indicate any communicable diseases present at the time of the examination; and, existing health problems must be identified with any limitations that would be imposed on the performance of duties. The examination may include a skin test for tuberculosis.

Employment Information

Substitute Handbook

The Substitute Teacher's Handbook provides pertinent information for employment.

Substitute Assignment

- Substitute teacher assignments are routinely made through AESOP or the principal/designee for special circumstances.
- A substitute is expected to follow the same hours of duty and fulfill the same assignments as the regular teacher.
- Substitute teachers may be assigned to supervise classes during planning periods.
- Substitutes are not allowed to leave their job assignments during duty hours without permission of the Principal/designee.
- Substitutes shall follow the teacher's schedule by reporting for duty at the designated teacher start time for the school and shall remain in the building at least thirty (30) minutes after the dismissal time.
- Substitutes working on an extended assignment shall attend meetings called by the Superintendent/Principal/Supervisors/designees.
- Assignments are made using the following criteria: certification by the class to be taught, principals' and teachers' preferences, record of substitute availability and record of performance

Substitute Preferences

Substitute preferences can be pre-selected on AESOP with regard to available days, preferred grade levels and schools.

Reporting to Work

At the beginning and end of each day, substitute teachers should report to the school office to sign-in/out. The substitute sign-in/out is an official report of the days worked, which is rectified with AESOP for pay purposes.

Salary and Payroll

Substitutes are paid on a per diem basis according to a salary schedule approved annually by the Board. The salary schedule may reflect adjustments for long-term/continuous assignments. Payment is made through direct deposit. Substitutes are paid on the 15th and 30th of the month in the pay period following the days worked. This payroll is subject to mandatory deductions, which includes city, state and federal taxes, Medicare (FICA), and Kentucky Teacher Retirement System deductions. It is recommended that substitute teachers maintain a personal record of days worked by location and date to enable them to confirm that they are paid correctly. Questions regarding payroll should be directed to the Webster County Board of Education's payroll administrative assistant.

School Calendar

The Webster County School calendar is available on the Webster County School District website (www.webster.kyschools.us)

Emergency Closings

In case of inclement weather or other emergencies that cause school to be called off or delayed, information will be broadcast on designated radio and TV stations. Substitutes are responsible for checking for these announcements.

Drug/Alcohol Free Schools

Employees must not manufacture, distribute, dispense, be under the influence of, purchase, possess, use, or attempt to obtain, sell or transfer any of the following in the workplace or in the performance of duties:

- Alcoholic beverages;
- Prescription drugs/illegal drugs/controlled substances/drug paraphernalia/look like drugs; and or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by federal regulation.
- Any employee who violates the terms of the District's drug-free/alcohol-free policies may be suspended, non-renewed or terminated. Violations may result in notification of appropriate legal officials.
- Any employee convicted of any criminal drug statute involving use of alcohol, illicit drugs, prescription drugs, or over-the-counter drugs shall, within five (5) working days after receiving notice of a conviction, provide notification of the conviction to the Superintendent.
- Employees who know or believe that the District's alcohol-free/drug-free policies have been violated must promptly make a report to the local police department, sheriff, or Kentucky State Police.

Tobacco Free District

Based on a concern for the health of students and staff required to attend and work in the Webster County Public School District, the Webster County Board of Education has adopted a tobacco-free policy which includes any tobacco product, alternative nicotine product, or vapor product, as defined in KRS 438.305. That policy prohibits the use of all tobacco products in buildings, on grounds, or on field trips. Tobacco products may not be used in any school building or on any school grounds at any time. The Student Code of Conduct is designed to enforce this policy (See Section 5.03).

Professional Dress and Appearance

The district expectation is for all employees to be neatly dressed and properly groomed to represent themselves and the District in a professional manner. The following is a guide for appropriate professional dress. Reasonable exceptions will be allowed for special "spirit days"/special activities outside the classroom at the discretion of the principal/supervisor.

Maroon "5" Days

Show your school spirit with other Webster County employees by wearing the district school color maroon on dates each month that end with "5" the 5th, 15th, and 25th.

Males

- Pinpoint or button-down dress shirt
- Knit shirt, turtleneck, and mock-turtleneck, polo style collared shirt
- Slacks or khakis
- Dress shoes, boots, athletic shoes, and casual shoe
- Necktie
- Business suit

- Sport coat or sweater
- Holiday, theme, or school shirt, school sweatshirts and school pullovers

Females

- Business suit
- Dress and skirt (professional fit & knee length)
- Dress shoes, casual shoes, dress sandals, boots, and athletic shoes
- Blouse, knit shirt, cotton shirt, turtlenecks, mock turtlenecks, and sweaters
- Holiday, theme, or school shirt
- Slacks, khakis, crop slacks (professional fit)
- Leggings, only when worn beneath apparel that extends beyond the finger tip

Inappropriate Dress

- No revealing clothing shall be permitted such as halter-tops, tank tops, and low cut tops that expose the chest area or tops, which expose the stomach area.
- Body Art (no visible tattoos, no visible body piercing other than ears)
- Flip flops are not acceptable footwear
- Casual wear tee shirts are normally not deemed to be professionally appropriate

Acceptable Use of Technology

Employees are required to follow Board policy and administrative procedures and guidelines designed to provide guidance for access to electronic media. It is incumbent upon users to utilize this privilege in an appropriate and responsible manner, as required by policy and procedures. If you have questions about what constitutes acceptable use, please check with the principal/supervisor/designee. Employees must sign an Acceptable Use of Technology agreement for employment.

Teacher Retirement

Retired teachers should contact KTRS to determine the allowable number of days that can be worked without affecting their retirement benefits and obtain a letter stating their current Daily Wage Threshold (DWT).

Workers' Compensation Insurance

All employees, whether full or part-time, are covered by Workers' Compensation Insurance. This employee benefit provides protection in the event of illness or injury as a result of employment with the Webster County School District. Worker's Compensation Insurance pays benefits and claims regardless of other insurance policies and benefits. The Board of Education pays the cost of this insurance.

Liability Insurance

Webster County School District provides liability insurance for all employees. The coverage includes: teacher liability, bodily injury, personal injury and product liability. A substitute teacher is automatically enrolled in the liability insurance program upon employment with Webster County School District.

Personnel Folders

Substitute personnel folders are available for inspection in the Webster County Board of Education Central Office. Personnel folders contain basic information and change of status forms.

Change of Address or Telephone Number

Contact an administrative assistant at the Central Office, for change of address or telephone number.

Inactive Status

Contact the Personnel Director to request placement on “inactive” status in the case of extended illness, student teaching, etc. An approximate ending date should be given at the time of the request.

Resignation

To resign from substitute teaching submit a signed and dated resignation letter to the Personnel Director.

Legal Responsibilities of Substitute Teachers

As a substitute teacher in the Webster County School District, it is important to understand one’s legal responsibilities as an instructor. The following section outlines areas that are of particular importance to substitute teachers. The first four are legal theories and the remainders are specific circumstances with legal ramifications.

Loco Parentis

While under the supervision of school personnel, staff members serve in loco parentis, which translates to “in place of the parent.”

Theory of Common Law

School personnel have a legal duty to protect students from foreseeable harm. The basic theory underlying the theory of common law is negligence. In order to be held liable for injuries, all three of the following elements need to be present: duty of reasonable care, a breach of duty, and actual damage to the plaintiff.

Theory of Reasonableness

Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following District policy requirements for intervening and reporting to the Principal or to their immediate supervisor those situations that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party. If a student is injured, the courts will attempt to determine if school personnel acted as a reasonable and prudent adult would normally act under the same circumstances.

Degree of Foreseeable Harm

If a student is injured, the courts will seek to determine if the injury to the student could have been anticipated and prevented. The degree of foreseeable harm often determines the extent to which teachers, administrators, and school personnel are held liable for injuries.

Student Supervision

Students must be under the direct supervision of a qualified adult at all times. Substitutes are responsible for all students under their charge and are legally responsible for the welfare of these students. If unsupervised students are injured, the school district and the assigned substitute/teacher are legally responsible. Substitute teachers should be aware that letting students out of classrooms creates a situation where the students are unsupervised and where the substitute's liability for injury may increase.

Use of Physical Restraint and Seclusion

Use of physical restraint and seclusion shall be in accordance with Board policy and procedure.

Reporting Dangerous Situations

If the existence of a dangerous situation is observed, it is critical that the substitute instructor report the problem to school officials immediately. Dangerous situations can include unsafe equipment, unknown objects, student confrontations, substance abuse, unknown persons in building, etc.

Taking Roll/Missing Students

A class roster is available in the substitute folder. Roll should be taken at the start of each period to account for all students. Missing students should be reported to the office immediately.

Student Injuries

Student injuries must be reported to the office immediately. A student may need to be sent to the office for assistance while the teacher attends to the injured student. If in doubt about moving an injured student, do not move the student, until appropriate personnel arrive.

Release Students

Students should not be released to anyone other than school personnel without written permission from office staff.

Confidentiality

Substitute teachers must be diligent in protecting the privacy rights of students and staff. Substitute teachers are bound by confidentiality requirements, which includes all information/knowledge gained through District employment regarding a student or staff member and cannot be discussed with anyone other than the parent or school personnel

who are in a “need to know status.” Request for information regarding students from outside school sources should be referred to the school principal.

Employees may only access student record information in which they have a legitimate educational purpose.

Employees with whom juvenile court information is shared, as permitted by law, shall be asked to sign a statement indicating they understand the information is to be held in the strictest confidence.

Both federal law and Board policy prohibit employees from making unauthorized disclosure of, using, or disseminating personal information regarding minors over the Internet.

Child Abuse Reporting

Suspected child abuse must be reported to the proper legal authorities. Substitute teachers who suspect child abuse should seek the guidance of school administrators.

Students on Medication

Students who bring medication to class should be referred to the school office immediately. Substitute teachers cannot administer medications including non-prescription medications to students. Only school personnel who have been trained in medication dispensing can administer medications.

Student Searches

Because of the potential ramifications of a student search, substitute teachers may not conduct student body searches; such situations must be referred to the school administration. Student body searches can only be done when reasonable suspicion exists in the presence of the principal or his/her designee. Teachers are not to conduct different gender student body searches.

Sexual Harassment

Sexual harassment (use of sexually explicit language, requests for sexual favors, sexually graphic materials/language, or the creation of a sexually hostile work of learning environment) between and/or among students or staff is legally prohibited and should be reported immediately to the appropriate school administrator.

Use of Physical Force

Only in emergency situations, is it legally or professionally permissible for school personnel to use physical force with students. Physical force may only be used in order to prevent injury to students, others or self. The use of physical force must be limited to the amount of force absolutely necessary to prevent injury.

Touching Students

School personnel should exercise caution in touching students. Hugging, putting your arms around students, patting or touching students in any way can easily be misunderstood, thus placing a substitute/teacher at legal and professional risk.

Being Alone with Students

School personnel should avoid situations where they are left alone with an individual student.

Student Teachers and Paraprofessionals

Legal responsibility for the class is the substitute teacher's charge. The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class when a student teacher or paraprofessional is present. A student teacher or paraprofessional can be of great value in the implementation of the lesson plan and support for students. Substitute teachers should utilize the services of support personnel appropriately.

Guide for Substitute Teachers

Professionalism is a basic expectation of all employees of the Webster County School District. As a substitute instructor, professionalism is directly related to the ability to perform the following.

Civility

Employees should be polite and helpful while interacting with parents, visitors and members of the public. Individuals who come onto District property or contact employees on school business are expected to behave accordingly. Employees who fail to observe appropriate standards of behavior are subject to disciplinary measures, including dismissal.

Relating to Others

The ability to relate to others is essential. Substitute teachers should treat students, parents and staff in a friendly, courteous and respectful manner. Negativity, absence of a sense of humor or an unwillingness to be flexible, cooperative or helpful may result in not being invited back as substitute teacher.

Avoiding Negativity

Substitute teachers should avoid speaking negatively about students, school personnel, or about the class or school. Negativity is not productive. It can be harmful to others and create a negative reputation for the substitute teacher. If there are unfavorable situations in the line of work, these should be brought to the attention of the school administration.

Procedures for Substitute Teachers

Reporting for Work

Substitute teachers should arrive early and sign-in at the school office immediately upon arrival. The office staff should provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

Following Lesson Plans

Teachers should leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely. Rely on grade level or like content

teachers for questions/assistance, as needed. Please be sure to notify the office if lesson plans have not been left or cannot be found.

Leaving a Comprehensive Report

Teachers want to know how the day went. The substitute should leave the teacher detailed notes regarding information about the tasks completed and other important details of the day. The names of particular students who were helpful is always welcomed by the teacher and appreciated by the student.

Grading Student Papers

Substitute teachers should follow the direction of the classroom teachers when it comes to grading students' papers. If there are specific instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher should grade the student papers prior to leaving for the day, if possible. As a minimum, student papers should be organized, so the classroom teacher can more readily grade them upon return.

Taking Roll

It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting at the start of the day and each class period. Missing students should be reported to the school office immediately. Do not assume that other students' explanations for a student's whereabouts are accurate. Be sure to check the notes of students who were absent the previous day and leave detailed notes for the regular teacher.

Reporting Absences/Lunch Count/Tardy Students

Report student absences to the office within the first 10 minutes of the day by submitting an absentee slip, which should include; the names of students absent and the number of children and adults buying lunch in the cafeteria. Tardy students are to report to the office before going to the classroom. Tardy students will be issued a tardy slip to turn in when they report to class with their time of arrival. Continual follow-up on student attendance is essential throughout the day to ensure all students are safe and accounted for.

Accidents

Report **ALL** accidents to the office. An accident report should be completed and filed in the office on the day of the accident. Office personnel can assist with the form details as needed. School personnel should contact the parents. It may be necessary for the substitute to be present when the parents are contacted to correctly report the accident.

Housekeeping

Substitute teachers are responsible for the following:

- Encourage pride and accountability of school grounds and building;
- Leave the room in a neat and orderly manner;
- The floor should be free of clutter;
- The desk and chairs aligned as end of day procedures dictate;

- Close and lock the windows at the end of the day;
- Turn out all lights when leaving the building;
- Of most importance, secure all confidential information.

Playground/Duty Activity

Students must be supervised at all times, in all locations. Students should be in one observable, designated area at all times. Lack of appropriate student supervision is a safety and legal threat to both, students and staff. Supervising employees should maintain close proximity to students at all times to ensure student safety and to be fully aware of all situations. Physical activities should be age/size appropriate. When taking students outside accounted for all students for their safety and protection before leaving the building. Students who remain inside during outside activities must be under the supervision of school personnel, who accepts responsibility for the student during this time. Do not leave any students in the classroom unsupervised at anytime.

Restroom Facilities

Restroom facilities should be closely monitored restroom when students are using the facilities. When allowing students to go to the restroom alone, be mindful of the time they are gone, the age of the student, and the distance and safety of the student traveling to the facility. Let reasonable judgment dictate whether it is safe for the student to travel alone. It may be necessary to limit the number of students going into the restroom at one time. Please stress health and cleanliness, as well as responsibility for building facilities.

Telephone/Fax

Classrooms should be free from telephone call/text interruptions. Please be aware of the following guidelines:

- Cell phones should only be used for instructional purposes by staff in the presence of students; personal use while supervising or instructing students is prohibited.
- For emergencies, family members should call the school office and inform the office personnel that it is an emergency; employees will be called from the class for emergency situations;
- Employees should inform family members not to interrupt class with calls/text; the employee can provide times when they can be reached when they are not supervising students;
- Adults should answer the classroom telephone, when necessary a student may be designated to answer;
- When answering the telephone the teacher's name should be used;
- Only professional long distance calls are allowed and a school code is required; such calls must be logged in the office call log.
- Long distance fax transmissions require a long-distance code.

Parent-Pupil Handbook

All substitute teachers must be familiar with each school's student handbook.

Establishing a Positive Classroom Environment

Establishing a positive classroom environment is key to a successful teaching experience. A positive classroom environment can be created through exercise of the following components for teaching and learning.

Expectations

- 1) Clear expectations must be directly stated, understood, and monitored;
- 2) Expectations should be stated in a positive and supportive manner;
- 3) Particularly younger elementary students should be taught expectations within the context of each situation within the environment (e.g. proper behavior waiting in line, traveling between locations, classroom protocols).

Rigor and Engagement of the Learner Importance of the Learning

- 1) Student learning should be congruent to the standard to ensure the intended rigor of the standard.
- 2) Continuous engagement of students in their learning is the District's expectation. A high level of student engagement helps to maintain appropriate classroom behavior and minimizes classroom disruptions.

Classroom Management

Effective classroom management requires intentional planning and monitoring. It is not accidental. Teachers should be consistent, and perceived by students as being in charge and as being fair. It is critical for substitute teachers to establish their classroom expectations and consequences at the beginning of the day or class. Effective classroom management can be achieved through adhering to the following behaviors.

Teacher Maturity and Professionalism

- 1) Teachers must exhibit mature, professional behavior and maintain a calm demeanor in all situations, maintaining self-control with temper and emotions is essential for the learning environment. When individuals lose self-control, it becomes more difficult to make proper decisions and to retain the respect of students.
- 2) Teachers should conduct themselves as student role models as an appropriate authority figure, while exhibiting a caring, supportive, pro-active demeanor.

Respecting Students

Students respect adults who respect them. Each student is a person who deserves to be treated with respect regardless of his or her intellectual abilities, personal circumstances, cultural background or socioeconomic status.

Having a Plan

Failure to plan often becomes a plan for failure. Effective classroom management revolves around the teacher's foresight in planning for utilization of classroom time, handling of discipline problems, establishing procedures for taking up papers, taking attendance, etc. Substitute teachers need to have a plan about how to deal with situations

such as student misbehavior or lack of lesson plans *before they happen*. Transition times (bathroom breaks, lunch time, music class) often result in a higher level of student misbehavior and require careful monitoring by the substitute teacher. Consistent and fair rituals and routines will be an invaluable tool once established.

Management by Proximity

- 1) The District expectation is for teachers to be mobile in the classroom, maintaining close proximity and engaging with students at all times. Proximity and engagement with students enhances classroom management. Sitting behind the desk and not interacting with students is not permissible for District employees, even during student work times. The teacher's attention to personal reading or task while students are working is not allowed. Teachers should be constantly monitoring and supporting students while working on assignments.
- 2) The District expectation for employees performing duties outside the classroom (E.g. hallway supervision, break duty, and bus duty) is to constantly circulate in the area among students and interact with students.

Establishing Standards of Conduct

Let students know what is expected of them upon their arrival to class. Set reasonable standards and consequences. Be consistent in the enforcement of these standards.

Remember: be firm, fair and consistent.

When dealing with students, consider these items:

- 1) Listen before you discipline. To ensure you have all the facts, it is important to listen to the student before assigning a consequence.
- 2) Consequences should be clearly stated, understood, and consistently followed. To avoid setting yourself up for failure, refrain from making consequential threats that are unreasonable or that you cannot follow through.
- 3) Never single out a student. Students who are acting inappropriately should be disciplined privately. Admonishing students in front of others is not permissible.
- 4) Avoid talking over students by gaining the attention of all students before beginning class or making announcements.
- 5) Keep students in the classroom.
- 6) Limit the number of students out of their seats.
- 7) Use direct eye contact and physical proximity to discourage student misbehavior.
- 8) Never argue with a student in front of a class. Students may be empowered by their peer group, therefore, disagreements about grades, etc. should be conducted privately, or with a counselor or administrator present.
- 9) Avoid becoming absorbed with one activity or student.

Minor and Major Student Misbehavior

- 1) Levels of misbehavior and consequences are listed in each school's Parent-Pupil Handbook. Teachers must distinguish between minor and major disruptive student behavior.

Minor Misbehavior: if the student's behavior is merely annoying and irritating, it is usually minor misbehavior. Minor misbehavior can often be best

managed by discretely correcting the student; at times, it is best managed by ignoring the behavior and recognizing other students' appropriate behavior. Teachers should be mindful that bringing attention to minor classroom misbehavior could provide recognition, thus reinforcing the unwanted negative behavior.

Major Misbehavior: major disruptive behavior occurs when a student(s) interfere with student learning. Correction should be *immediate and private*, when possible.

- 2) Become familiar with each school's discipline code and the teacher's classroom rules. Consult with other teachers and administrators about difficult situations.
- 3) Practice sound classroom management techniques.
- 4) It is necessary to understand the complexities of working with students who have special behavioral needs.

Support Students with Special Needs

Exceptional Child Education (ECE) programs are designed to meet the needs of students whose approach to learning is different than their peers. A variety of programs, techniques, methods and materials are utilized to assist special needs students with learning. An Individual Education Plan (IEP) is developed for each student with special needs and outlines the following: educational goals for the student, modifications for the student and services that the student will receive, i.e. physical therapy, speech therapy. Each student with special needs has a case manager who is responsible for the student's IEP. Consult with the case manager or administrative staff about how to support special needs students.

Classifications for Special Needs Students

Mild Mental Disability (MMD)

The Mild Mental Disability program provides a service delivery option for the student who, because of depressed intellectual and adaptive behavior development as determined by recognized standardized tests, requires special education methods and materials to benefit from classroom instruction. This student's intellectual and adaptive abilities indicate that scholastic achievement may not be accomplished without specially designed instruction. The student is integrated into comprehensive program classes for specific social and academic skill development to the maximum extent possible.

Functional Mental Disabilities (FMD)

To receive services in the Functional Mental Disabilities program, evidence must exist that the student has primary cognitive and adaptive behavior disabilities, severe deficits in overall academic performance including acquisition, retention and application of knowledge, and the disability is manifested during the developmental period. The majority of students in the FMD program are served in classes located in the schools. All classes are a part of the continuum of service delivery, which include collaboration, resource and special classes. Inclusion with students without disabilities to the maximum extent possible is a primary goal for students in the FMD program.

Hearing Impairment (HI)

A student is determined to be hearing impaired and eligible for specially designed instruction and related services if evaluation information collected across multiple settings verifies that: a hearing loss of 25dB or greater exists, deficits exist in processing linguistic information through hearing; and the hearing disability adversely affects educational performance.

Visual Impairment (VI)

A student may be eligible for the Visual Impairment program if it is determined that the student has visual acuity of 20/70 or less in the better functioning eye after correction, and/or has a visual disability which even with correction, adversely affects the child's educational performance. This program serves both partially seeing children and blind children.

Speech and Language Impairment

A student may qualify for placement for speech and language impaired students provided that there is evidence of a disorder or significant delay in language and/or speech, which adversely affects the student's educational performance. Unlike any other ECE program, students may qualify for the services of the Speech and Language Impaired program as a related service to other ECE programs, or as the primary disabling condition for speech and/or language impaired students.

Emotional-Behavioral Disorder (EBD)

The Emotional-Behavioral Disability program serves students who have emotional-behavioral conditions that significantly interfere with learning and interpersonal relationships to such an extent that specially designed instruction is required in order for the student to benefit from education.

Specific Learning Disabilities (SLD)

To receive services in the Specific Learning Disabilities program, a severe aptitude/achievement discrepancy must exist between academic performance and cognitive aptitude. The student receives specially designed instruction only in the specific academic area that the child qualifies such as math, reading, written expression, oral expression or listening comprehension. Therefore, the student may be in the regular program for much of their day with modifications being implemented by both the regular education teacher and the special education teacher.

Autism

Students with autism usually have substantial language and social skills delays. These students can be mildly to severely affected. Mildly autistic students usually are mainstreamed in the regular program with modifications from both the special and regular education teachers. Students that are more severely affected may be in a special education resource classroom for much of their day in order to receive specially designed instruction based to meet their individual needs. Students with autism may have special

schedules and may be receiving assistance from support staff within the school. This information can be obtained from the administrative staff.

504 Students

In order for a student to be deemed eligible for a 504 plan, the student must have been determined to have a disability that results in a substantial limitation of a major life activity. This would result in the student having a 504 plan that could include modifications to their regular program. The administrative staff should be able to share this information with the substitute.

Emergency Procedures

There are six (6) basic procedures, which can be utilized in responding to various emergencies:

- I. Evacuation – For use when conditions outside are safer than inside
 - A. Full Evacuation-When the alarm sounds:
 1. Take the designated or closest/safest way out as posted (use secondary route if primary route is blocked or hazardous)
 2. Take roster for student accounting
 3. Office staff should take sign-out sheets and approved pick-up list.
 4. Assist those needing special assistance
 5. Do not stop for student/staff belongings
 6. Go to designated area
 7. Check for injuries
 8. Take attendance; report according to procedures
 9. Wait for further instructions
 - B. Controlled Evacuations-For use when only part of the building can be safely evacuated and will be used following a lockdown (example: hostage situation).
 1. Controlled evacuation should be done in total silence
 2. Completed on a room-by -room process as directed
 3. Notification will be done by e-mail, intercom, or in person
- II. Reverse Evacuation - For use when conditions inside are safer than outside.

When the announcement is made:

 1. Move students and staff inside as quickly as possible
 2. Assist those needing special assistance
 3. Report to classroom
 4. Check for injuries
 5. Take attendance; report according to procedures
 6. Wait for further instructions
- III. Severe Weather Safe Area – For use in severe weather emergencies.

When the announcement is made:

 1. Take the designated or closest/safest route to shelter in designated safe area according to plan posted in each room; use secondary route if primary route

is blocked or dangerous

2. Take roster for student accounting
3. Take attendance; report according to procedures
4. Assist those needing special assistance
5. Do not stop for student/staff belongings
6. Open all doors
7. Remain in safe area until the “**all clear**” is given
8. Wait for further instructions

IV. Shelter in Place – For use in external gas or chemical release.

When the announcement is made:

1. Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location
2. Assist those needing special assistance
3. Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/release)
4. Take attendance; report according to procedures
5. Do not allow anyone to leave the classroom
6. Stay away from all doors and windows
7. Wait for further instructions

V. Lockdown – For use to protect building occupants from potential dangers in the building. When the announcement is made:

1. Students are to be cleared from the halls immediately and to report to nearest available classroom
2. Assist those needing special assistance
3. Close and lock all windows and doors and do not leave for any reason
4. Stay away from all doors and windows and move students to interior walls and drop
5. Shut off lights
6. BE QUIET
7. Wait for further instructions
8. Monitor e-mail

VI. Drop, Cover, and Hold – For use in earthquakes or other imminent danger to building or immediate surroundings

When the announcement is made:

A. If inside:

1. DROP – to the floor, take cover under nearby desk or table and face away from the windows
2. COVER – your eyes by leaning your face against your arms
3. HOLD – onto the table or desk legs, and maintain present location/position
4. Assist those needing special assistance
5. Wait for further instructions

B. If outside:

1. Move away from the building and away from electrical wires
2. Lie flat, face down and wait for shocks to subside
3. When shocks subside take attendance, report according to procedures
4. Do not light fire or touch fallen wires
5. Be alert for instructions from the site coordinator

Handicapped Evacuation Plan

Should an emergency arise in our building, the teacher who is in charge of a handicapped student would be responsible for moving the student out of the building, following our normal evacuation route. Should the teacher need help in implementing this, he/she will be responsible for obtaining help from another person.

Media

It is of utmost importance that the media receives accurate information. Therefore, **the Superintendent/designee is the only spokesperson for the district.** No employee of the school system should talk to any representative of the media without explicit permission of the superintendent/designee. A joint news conference with the emergency personnel may occur. The police emergency team will answer questions regarding the actual crisis and the Superintendent/designee will answer questions regarding what is occurring within the school.

Code of Ethics

The District requires that certified staff, including substitute teachers, adhere to the following Code of Ethics (SOURCE: 16 KAR 1:020):

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:
(a) To students:
 - (1) Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
 - (2) Shall respect the constitutional rights of all students;
 - (3) Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
 - (4) Shall not use professional relationships or authority with students for personal advantage;
 - (5) Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
 - (6) Shall not knowingly make false or malicious statements about students or colleagues;
 - (7) Shall refrain from subjecting students to embarrassment or disparagement; and

- (8) Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

- (1) Shall make reasonable effort to communicate to parents information, which should be revealed in the interest of the student;
- (2) Shall endeavor to understand community cultures and diverse home environments of students;
- (3) Shall not knowingly distort or misrepresent facts concerning educational issues;
- (4) Shall distinguish between personal views and the views of the employing educational agency;
- (5) Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
- (6) Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
- (7) Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

- (1) Shall exemplify behaviors which maintain the dignity and integrity of the profession;
- (2) Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- (3) Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
- (4) Shall not use coercive means or give special treatment in order to influence professional decisions;
- (5) Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
- (6) Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585

Appendix

Substitute Checklist

<u>ARRIVAL</u>	<u>BEFORE CLASS</u>
<input type="checkbox"/> Report to Principal/school office.	<input type="checkbox"/> Write your name on the board.
<input type="checkbox"/> Ask about extra duties assigned to the regular teacher.	<input type="checkbox"/> Scan lesson plans and locate materials to be used.
<input type="checkbox"/> Obtain keys, daily schedule, lesson plans and teacher's grade book.	<input type="checkbox"/> Locate and review building evacuation directions.
<input type="checkbox"/> Ask how to report tardy or absent students and how to refer a student to the office.	<input type="checkbox"/> Check for posted fire drill, bomb threat, lock-down, tornado and other safety related instructions.
<input type="checkbox"/> Check the teacher's mailbox.	<input type="checkbox"/> Review class rules as posted or listed in the teacher's lesson plans.
<input type="checkbox"/> Locate teachers' restrooms and work room/lounge.	<input type="checkbox"/> When the bell rings, stand in the doorway and greet students as they enter.
<input type="checkbox"/> Introduce yourself to teachers adjacent to your classroom.	<input type="checkbox"/> Use the seating chart, if provided, to take attendance.

THE REST OF YOUR DAY

- Greet students at the door and involve them in a learning activity right away.
- Review the schedule and routine with the class.
- Carry out the lesson plans and assigned duties to the best of your abilities.
- Improvise if needed by extending practice, elaborating on activities, or supplementing lesson plans.
- Use planning time to grade work and prepare for the remainder of the day or the next, if you will be returning.
- Check the teacher's mailbox during the day.
- Be fair, flexible and consistent in dealing with students.
- Be positive and respectful in your interactions with students and staff.

DEPARTURE

- Instruct students to straighten and clean their work areas.
- Remind students of homework.
- Complete any forms the teacher/Principal directed you to prepare.
- Leave the teacher a note of what was or was not accomplished; attach any documents received that day.
- Organize and label work turned in by students.
- Close windows, turn off equipment and lights, and leave the room in good order before you lock the door, if directed to do so.
- Turn in keys, grade book, and any money collected to the office listing who turned in the money and the purpose.
- Check to see if you are needed the next day.

SUBSTITUTE TEACHER DAILY REPORT

SCHOOL _____ CLASSROOM TEACHER _____

DATE _____ GRADE _____ SUBSTITUTE TEACHER _____

THESE STUDENTS WERE ABSENT:

THE FOLLOWING STUDENTS:

	WERE HELPFUL	DISRUPTIVE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

COMMENTS:

THE CLASS:

_____ was helpful and courteous. _____ followed classroom rules.
_____ worked well on assignments. other: _____

ASSIGNMENTS NOT COMPLETED:

1. _____
2. _____
3. _____

ADDITIONAL COMMENTS:

NEXT TIME, I WOULD APPRECIATE THE FOLLOWING:

SIGNED _____

Substitute Information Update Form

To: Human Resources Substitute List Managers

NAME OF SUBSTITUTE: _____

- I hereby request to be removed from the list of approved substitute teachers.
- I wish to remain on the list of approved substitute teachers for the upcoming school year.

PREFERENCES:

All schools These schools only: _____

All grades These grades only: _____

SECONDARY LEVEL: _____

All subjects

These subjects only: _____

The following is new information:

Name: _____

Mailing Address: _____

Telephone #: (H) _____ (C) _____

Emergency Contact#: _____

Email Address: _____

New certification (transcript will be required): _____

Signature

Date

Acknowledgement Form

I, _____, have received a copy of the Substitute Teacher Handbook issued by the District understand and agree that I am to review this handbook in detail, consult District and school policies and procedures, and direct any questions concerning the contents of this material with my Principal/supervisor if I have any questions.

I understand and agree:

1. That this handbook is intended as a general guide to District personnel policies and procedures and that it is not intended to create any sort of contract between the District and any one or all of its employees;
2. That the District may modify any or all of the referenced policies and procedures, in whole or in part, at any time, with or without prior notice; and
3. That in the event the District modifies any of the information contained in this handbook, the changes will become binding on me immediately upon issuance of the new or revised policy or procedure by the District.

I understand that as an employee of the District I am required to review and follow the information set forth in this Employee Handbook and I agree to do so.

Employee Name (please print)

School Year

Signature of Employee

Date

Return this signed form to the Central Office.