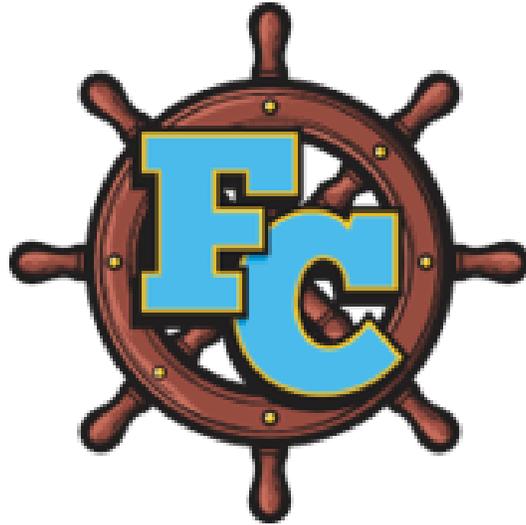


Fulton County School District

Substitute Teacher Handbook



Proficiency, Positive Relationships and
Pilot Pride!

Welcome, Fulton County School District Substitute Teacher!

Let me be the first to extend a warm welcome and sincere thank you for the service you will provide to the students of the Fulton County School District (FCSD). The vision of the FCSD is that all students graduate prepared to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

As a substitute teacher, you will play a critical role in shaping the future of our students and your efforts will forever be exhibited through the lives of our future leaders. Substitute teachers must ensure that creative and advanced educational methods of learning are carried out in the absence of our teachers. As rewarding as this role may be, we understand that your journey with our students to a path of success may not always be an easy one. A substitute handbook has been compiled to assist you along the way.

Although most of this material will be covered in the mandated substitute teacher orientation, this handbook will serve as a resource for you to refer to. It contains a great deal of information to include; important reminders about the requirements that must be met to remain a substitute teacher and your responsibility to ensure the safety of our students. Please read this handbook and keep it as a resource to address any questions that you may have.

Again, we thank you for your service to the students and the community.

Sincerely,

Patrice Chambers, Superintendent

MISSION STATEMENT

In partnership with and in service to our community, the Fulton County Board of Education provides leadership, acquires and allocates resources that enable all students to achieve a productive life through quality education.

DISTRICT COLORS

Columbia Blue **Vegas Gold** **White**

VISION STATEMENT

**Proficiency, Positive Relationships and
Pilot Pride**

ABOUT THE SUBSTITUTE HANDBOOK

The purpose of this handbook is to provide information that will help with question and pave the way for a successful year. The information contained herein is not intended to either enlarge or diminish any Board policy, procedure or negotiated agreement; and is, therefore, superseded by such policy, procedure or agreement.

Any information contained in this document is subject to unilateral revision, change or elimination from time to time and without notice. No information contained in this document shall be viewed as an offer, expressed or implied, or a guarantee of any employment, or condition of employment of any duration.

It is our sincere desire that the material offered will be beneficial in acquainting you with information pertaining to the subject matter presented.

District policies and procedures can change at any time. All employees are required to maintain an updated knowledge and understanding of District policies and procedures. Please refer to our website for District policies and procedures at <http://www.fulton.kyschools.us>

ROLE OF A SUBSTITUTE TEACHER

The substitute teacher is the certificated employee in charge of the classroom in the absence of the regular teacher. The substitute teacher is responsible for delivery of the instructional program to the class. While the substitute teacher is there to ensure the education of each student, the first responsibility is to maintain the care, welfare, safety and security of students in the classroom.

A substitute teacher needs to work closely with the Paraprofessionals and/or regular staff to maintain the continuity and routine of the regular classroom program. Paraprofessionals work closely with the classroom teacher each day. They are an invaluable resource who will assist and support you throughout your stay. The substitute teacher is responsible for providing for the needs of the class, and for ensuring that established rules, procedures, and all assigned responsibilities are performed in an effective and professional manner.

LONG-TERM SUBSTITUTE ASSIGNMENTS

Long-term assignments are arranged and agreed to in advance and are usually for consecutive days. When a long-term substitute must be absent and a replacement substitute is required, the substitute who will be absent should notify the school administrator and school secretary to report the absence.

NON-TEACHING DUTIES

Substitute teachers are expected to cover non-teaching duties usually assigned to the regular teacher during each substitute assignment.

CRIMINAL BACKGROUND CHECKS

All substitute teachers hired by the District must undergo both a state and a federal criminal history background check.

MEDICAL EXAMINATIONS

All newly employed certified personnel, including substitute teachers, shall present documentation of a medical examination performed by a licensed physician, physician assistant (PA), or advanced registered nurse practitioner or by a licensed medical practitioner of the employee's choice. Medical examinations performed within a ninety (90) day.

16 KAR 1:020

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

- Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To students:

- Shall provide students with professional education services in a nondiscriminatory manner and in consonance with an accepted best practice known to the educator;
- Shall respect the constitutional rights of all students;
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
- Shall not use professional relationships or authority with students for personal advantage;
- 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;
- Shall not knowingly make false or malicious statements about students or colleagues;
- Shall refrain from subjecting students to embarrassment or disparagement; and

- 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.

To parents:

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
- Shall endeavor to understand community cultures and diverse home environments of students;
- Shall not knowingly distort or misrepresent facts concerning educational issues;
- Shall distinguish between personal views and the views of the employing educational agency;
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
- 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.

To the education profession:

- Shall exemplify behaviors which maintain the dignity and integrity of the profession;
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
- Shall not use coercive means or give special treatment in order to influence professional decisions;
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
- 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. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

Discrimination and Harassment: What to Do If It Happens to You!

Steps You Can Take

Definition of Harassment/Discrimination

Harassment/Discrimination is intimidation by threats or acts of physical violence or by the expression of hatred, contempt, or prejudice toward an individual for any reason. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical behavior of a sexual nature.

Examples of Harassment/Discrimination

- Racial or sexual name-calling
- Touching or grabbing a person's body in private areas
- Inappropriate comments or treatment of a person with a disability
- Displaying sexually offensive pictures, magazines, notes, cartoons, or jokes

What to Do

- Tell the individual to stop the offensive behavior immediately.
- Write down the details of the incident.
- Report the incident to your immediate superior. An exception is that complaints of sexual harassment may be discussed with the Compliance and Investigations coordinator or first-line superior or administrator who is not involved in the alleged harassment.

What to Expect

- Your immediate supervisor or designee will contact you to discuss the incident.
- Within five days, you will receive a decision or feedback from your immediate supervisor or designee regarding the outcome of your grievance.
- Should the immediate supervisor's decision be unsatisfactory in resolving the issue, you may proceed to the next step within five days of receiving the informal decision.

The Next Step

Complete a formal Grievance Form, which can be obtained from your local school or by contacting Fulton County Board Office, 2780 Moscow Avenue, Hickman, KY 42050.

What to Expect

- The Compliance and Investigations coordinator or designee will contact you for clarification and/or additional information.
- An investigation will be conducted.
- You can expect to obtain a decision within 45 days.

If It Happens to You

Remember that Fulton County School District does not tolerate harassment/discrimination for any reason. Corrective action will be taken, as described in the Fulton County Board of Education Policy Manual.

Substitute Quick Tip List

- Report to your assignment 15 minutes before the school day begins. Review and implement lesson plans.
- Stay 15 minutes beyond the end of the school day. Take this time to clean the classroom and leave a note to the teacher.
- Do not leave school grounds for lunch.
- School officials can assign you to other duties during times when you do not have students in the classroom.
- School officials have the authority to reassign you to another content area if they deem it necessary.
- Report to the school office at the end of the day. You should fill out all paperwork with the school secretary before leaving.
- All payroll questions should be directed to Deena Morrison
- Retirees—you are responsible for knowing and keeping up with your Daily Wage Threshold (DWT) according to the Kentucky Teachers Retirement System (KTRS). Failure to adhere to KTRS guidelines may result in repayment obligations from the retiree. Fulton County Schools is not responsible and/or liable for any penalties resulting from overpayment.

In the Classroom

Responsibilities and Ethics

A substitute teacher accepts an assignment as a professional staff member who is capable of instructing students.

Substitute teachers are expected to observe the same ethical codes as the classroom teacher. Maintain a professional attitude toward your work.

A friendly and cooperative attitude toward staff and students will encourage your acceptance as a member of the staff.

You are specifically cautioned about the following:

- Do not criticize the teacher for whom you are substituting.
- Do not criticize schools.
- Do not make uncomplimentary comparisons of schools (even rival schools).
- Do not discuss students' grades.
- Keep all student information confidential.
- Do not use profanity in the presence of students or in the school.
- Do not present sectarian views in religion or partisan views in politics.
- Do not leave the school before the afternoon dismissal even if the teacher you are substituting for has a planning period at the end of the day.
- Turn in all money collected to the school bookkeeper. Give students a receipt. Leave a receipt for the teacher, and keep a copy.

All student records are to remain confidential. A student's grades, medical information, family information, or discipline records are never to be discussed or released.

The substitute should follow the lesson plans of the regular teacher as closely as possible. In the event that no lesson plans are available, the substitute teacher should be prepared to pull together an engaging, productive assignment using classroom materials and information from students and fellow teachers. Plans and materials must be approved by the school administration. All written work assigned by the substitute should be scored to determine the student's number of right and wrong responses, but the grades should not be recorded in the grade book of the regular teacher. A brief report of what was accomplished should be left for the regular teacher. A brief report of what was accomplished should be left for the regular teacher. For your convenience, a form is provided in the "Forms" section of this handbook for duplication.

The duties of a teacher extend beyond the classroom. Therefore, a substitute is expected to perform other duties that have been assigned to the regular teacher, unless other arrangements have been made by the principal.

Teachers may be assigned some building responsibilities, such as lunchroom duty, hall duty, playground duty, and extracurricular duties. At the beginning of your assignment, ask what duties are involved. The prompt and faithful performance of these duties is absolutely necessary for the smooth and safe operation of a school. Since substitute teachers take the place of the regular teachers in all aspects, it is their responsibility to be on duty at the assigned place and time in order to avoid the risk of liability in case of an accident to a student. In the event of an accident, the substitute should copy the report and place the original in the teacher's mail box and keep a copy for him- or herself.

CONFIDENTIALITY

Substitute teachers have a grave responsibility to treat with confidentiality most matters pertaining to students. Student behavior, performance, and achievement levels are not subjects of general conversation and should not be discussed outside of the school setting. When working with special needs students, substitutes must exercise an even greater degree of caution when discussing school children assigned to them.

The legal basis for confidentiality comes from two federally enacted laws. The first is the Family Education Rights and Privacy Act (FERPA), which is also known as the Buckley Amendment. The second is the Individuals with Disabilities Education Act (IDEA) which was passed in 1992 and reauthorized in 1997 and 2004. Both of these federal laws apply to all schools.

Consider for all Conversations:

1. What is discussed?
2. Where it takes place?
3. Who is listening?
4. Why the discussion took place?

Quick suggestions to remember:

1. Do not leave modification sheets lying visible on top of your desk.
2. Never open a grade book where a parent can see the grades of other students.
3. Do not talk about a specific child/student where other children/students can hear the conversation.
4. If you were the topic of conversation, what would you want said and to whom would you want the conversation repeated?

SUBSTITUTE/STUDENT RELATIONSHIPS

Substitute teachers should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitutes should establish a position of authority with the students; they may "be friendly" without "befriending" the students. Under no circumstances may a substitute teacher engage in a romantic relationship with a student, regardless of who initiates the relationship. Yelling at students, calling them derogatory names, and using insults or other threatening verbal attacks will not be tolerated and may be grounds for dismissal.

STUDENT SURVEYS/PERSONAL QUESTIONS

The District prohibits teachers from conducting student surveys without prior approval by the principal and permission of the parents. Substitutes should never conduct student surveys for any purpose. Also, **personal questions** of a sensitive or private nature should be avoided. These include questions about religious beliefs, sexuality, substance abuse, and family life.

Disrupting the Educational Process

Any employee who participates in or encourages activities that disrupt the orderly administration of activities or operations may be subject to disciplinary action, including termination.

Behavior that disrupts the educational process includes, but is not limited to:

- _ Conduct that threatens the health, safety or welfare of others;
- _ Conduct that may damage public or private property (including the property of staff or visitors);
- _ Illegal activity;
- _ Conduct that interferes with a student's access to educational opportunities or programs, including ability to attend, participate in, and benefit from instructional and extracurricular activities; or
- _ Conduct that disrupts delivery of services, completion of work responsibilities or interferes with the orderly administration of District activities or operations.

In keeping with these requirements, employees are required to dress appropriately and in keeping with their professional responsibilities and any dress code in place at the school. If there are questions about what constitutes suitable attire and appearance, substitutes should confer with their Principal or assigned contact.

School Lunch

Locate the cafeteria on the way to your classroom. You will only have 20 minutes for lunch. You are not permitted to leave school grounds for lunch. Please do not ask to leave.

Reporting to an Assignment

You are to arrive at your assigned school so that you may be in the classroom at least 15 minutes before school starts. Report immediately to the school office to receive information regarding room assignments, materials, lesson plans, class rolls, seating charts, records, special duties, and other necessary directions. Familiarize yourself with the rules and regulations pertaining to fire and safety drills in any building to which you are assigned. If specific instructions have not been left, check with a neighboring teacher for a procedure to follow.

Dress

All employees shall observe modesty, appropriateness and neatness in clothing and personal appearance. Teachers are professionals and should dress accordingly.

An employee is not appropriately dressed if the employee is a disturbing influence in class or school because of the mode of dress. Teachers shall be expected to serve as models for students in their dress.

The District shall have the right to appraise any current fashion or fad and determine whether it is appropriate or inappropriate for school wear. The District has the right to ask employees to change their attire if it is of such nature that it provokes unfavorable comment.

Substitute teachers should maintain a professional image in personal appearance and attire. Appropriate attire and a neat personal appearance are necessary to make a good impression on and to win the respect of the class and the school administration.

Dress for females on professional days can include business suits, dresses (of permitted length), and slacks (including Capri pants but excluding sweat pants, nylon jogging suits and shorts). Capri style pants should be calf length. Shirts should provide full coverage with no low neck lines nor spaghetti straps. Sleeveless may be worn in a professional manner.

Dress for males on professional days can include dress or casual slacks, shirts with collars, or turtlenecks. Suits, sport coats, and ties are appropriate and encouraged at any time. Rubber shower style shoes are not permitted at any time.

Denim pants or jeans are only appropriate for spirit day attire).

Spirit Days will be designated by administration. The following would be considered appropriate on those days: Jeans and school logo shirts and T-shirts. These days are not considered casual days and if spirit apparel is not worn, the professional dress code will be followed. Casual days would be any day that students are not in attendance such as opening and closing day except for parent/teacher conference. Professional dress must be worn on Parent/Teacher Conference Days.

Exceptions Physical Education teachers and coaches may wear coaching uniforms during coaching activities. They must change out of athletic clothing while teaching academic classes.

EDUCATOR'S GUIDELINES FOR INSTRUCTIONAL USE OF INTERNET RESOURCES

The intent of the Fulton County School District is to provide an Internet environment that is safe and appropriate while meeting the needs of students. Students who have an Acceptable Use Policy signed by a parent or guardian on file in the school and have completed appropriate instruction may access the Internet for the purposes of communication, research, and instruction. The District has defined the following appropriate practices to create this environment in library media centers, labs, and classrooms.

With Signed Acceptable Use Policy

Students should use the Internet following instruction and under supervision. The following definitions of supervision apply to all students. **No student should be on the Internet without supervision.**

Direct-supervision-The adult is present for the purpose of supervising Internet users and will actively watch and monitor students using computers by circulating among users and observing screen contents.

Indirect-supervision-The adult is aware that student Internet users are present and monitors their work as needed.

General safety guidelines for all levels:

1. Screens of Internet-connected computers should face adult supervision where possible.
2. When all computer workstations are not in use, students should first use easily supervised computers in library media centers and computer labs.
3. Browser screens should be set to open to home pages chosen for developmentally appropriate educational purposes.

Substitute Folder

The schools will provide the substitute with a folder which will contain information that the substitute needs to carry out his/her responsibilities. Ask for this folder when you check/sign in at the office upon arrival.

School Routines

The substitute will be provided a schedule of the regular school program and any schedule changes, such as school assemblies, pep rallies, etc. The substitute should be made aware of routine information, such as special duties or assignments, absentee reports, dismissal times, special needs students, etc. The substitute should be informed of and follow the procedures for attendance reporting.

School Sites are encouraged to provide the following information appropriate to the assignment:

Name and room number of teacher for whom you are substituting

Bus duty information and schedules

Name of teacher next door

Location of the teacher's workroom, lounge, and rest rooms

Daily bell schedule, including recess, lunch, and physical education periods

Emergency drill information

Special events schedule
Lunch procedures
First Aid procedures
Names of children with special needs
Recommended disciplinary procedures
A map of the school and playground

FULL-TIME TEACHER

Lesson Plans

It is the responsibility of the full time teacher to provide sufficiently detailed lesson plans for the substitute to follow in their absence. If a teacher fails to provide lesson plans, the substitute should report this failure to the school administrator in a professional manner. The only time a teacher may fail to provide lesson plans is in case of an emergency. When this occurs, other teachers and staff are available to the substitute for assistance.

Teachers are required to have lesson plans prepared in the event of an absence. Lesson plans may be enclosed in a folder you receive in the office or may be on the teacher's desk. It is important to carry out the teacher's lesson plans completely.

Any written work assigned by you that is beyond the lesson plans of the regular teacher should be graded and left for the teacher to examine. (Do not record in the record book or on-line) Long-term assignments should be checked and recorded by the substitute teacher unless he or she is specifically instructed otherwise by the teacher or principal. If no lesson plans are available, office staff should provide you with lesson plans or direct you to the department chairperson, team leader, or another content teacher.

Teacher's Manuals/Curriculum Guides

Each teacher should have a teacher's edition of the student textbook on or near the desk. These manuals have assignment suggestions and the answers to chapter questions. Teachers may also have a teacher's edition of student workbooks that are completed with answers.

Teachers and team/department chairpersons have curriculum guides that contain what is to be taught in a particular class and many suggestions and ideas on how to teach these subjects. These guides contain many good methods and strategies.

SCHOOL INFORMATION

Fulton County Schools recommends that you familiarize yourself with the district/building before taking your first assignment. The length of your workday depends on the assignment to which you are substituting.

When you arrive at the school, check in at the office. The principal or secretary will:

Provide necessary instruction and issue you a nametag [if applicable].

Explain any unusual procedures for the day.

Remain on call to help in cases of emergency or unforeseen problems.

Strategies to begin on a positive note:

1. Report to the main office and sign the substitute teacher sign-in form.
2. Check the teacher's mailbox for notices that would be applicable to your day.
3. Locate the lesson plan book and review the plans carefully.
4. Assemble needed instructional materials (books, maps, papers, etc.)
5. Review the duty schedule (lunch, recess or bus duty).
6. Locate the seating chart (if applicable).
7. Find the place where the teacher meets his/her students at the beginning of school.
8. Be prompt in arriving and beginning class. This will help command respect.
9. Take attendance as appropriate with the building procedures.
10. Follow the teacher's plan as closely as possible.
11. Report immediately to the principal if an accident or problem occurs that is serious enough to need attention.
12. Be understanding and considerate of your students. Students should not call you by your first name.
13. Do not give students candy or any other food item.
14. Turn off your cellular telephone. They are not to be on during instructional time.

BUS DUTY SCHEDULES

Substitute teachers assume all bus duty responsibilities assigned to the regular teacher. If there is any question, the school principal or assistant principal is to be consulted.

Activities to Start the Class

Students should be engaged as soon as they enter the room. You may write a beginning activity on the board or on chart paper. The activities that work best have several things in common:

- Activity uses student's prior knowledge.
- Activity is simple and short (five to ten minutes).
- Directions are straightforward and simple.
- Activity is open enough to accommodate students who arrive early and late.
- Activity directly relates to the day's lesson.

Examples:

- Review of Previous Instruction

Upon arriving in the room, the students are directed to instructions on the board. The instructions tell them to think about yesterday's lesson, write down two points they remember, and explain why they remember them. Students then share their ideas with the whole class.

- Question Generation

As students arrive, write directions on the board that instruct them to look at the outline for today's lesson and to write three questions about the lesson. When class starts, you may ask for the questions at random, have students meet in groups to combine questions, or ask the students to turn in the questions.

- **Research Challenge**

Write questions on the board that requires students to use classroom materials to find the answers. Students work either individually or in teams to be the first to find the solutions.

Administrative Duties and Record Keeping

Attendance must be recorded by the substitute on the attendance sheet, and absentees must be reported to the local school office. Taking roll should not interfere with the students' working. A lot of problems can be avoided by taking roll after the students begin their assignment. Having tardy students sign in causes the least amount of confusion. Be as accurate as possible. Leave the attendance records for the classroom teacher.

Taking attendance in the elementary classroom may involve collecting milk money or reserving lunches; therefore, it is important to take attendance early in the morning. Absence excuses, notes from parents, or doctors' excuses should be kept for the regular teacher's records.

Survey information from the students is often needed during the school year. This data is usually obtained during homeroom period and sent to the school office. Careful records of money and miscellaneous articles collected should be kept and left for the regular teacher.

These include money collected for fees or payments, lost and found articles, and articles taken from students for safekeeping or other reasons. Money shall be sent to the office for safe keeping.

Attendance

One of the many regular duties of the full time teacher is the taking of student attendance. Substitutes are expected to assist in compliance with this requirement. Attendance must be taken in every class and this information must be provided to the school attendance office following the procedures established at the school. Attendance is to be taken within the first ten minutes of each class.

Seating Charts

Seating charts provide an aid to remembering students' names, thus facilitating good classroom management. Calling a student by name can make a difference. If you make a chart, leave your chart for the classroom teacher and perhaps it will remain in the substitute folder for the next time you substitute for that class.

Homework

The amount of homework done by students varies according to the needs of different students and the policies of the different schools. Do not assign homework unless the homework has been planned by the regular teacher. Substitutes who expect to be in an assignment a week or more may assign homework after discussing this with the teacher, team leader, coworker or administrator. If you give homework assignments, be certain that the work is purposeful.

Seatwork

Seatwork should be meaningful. Suggestions for seatwork in all subject areas are listed in each curriculum guide. Workbooks and seatwork should be checked in class each day. This encourages the student to complete his or her work and correct errors where necessary. No numerical grades are to be used in the regular elementary school. Instead, a letter grade, positive statement, a check mark, stamps (for younger students), or the number right or wrong should be used.

End of the Day

Be sure that you have completed all necessary paperwork and the classroom is left neat and orderly, with all materials returned. Do not rearrange the teacher's station or remove any of the teacher's supplies.

Check your pockets. Be sure to return all keys that were given to you when you reported to work. Turn in all money collected during the day to the office. Any lost or found articles should be noted and left for the regular teacher.

Communication with the Teacher

The regular teacher always appreciates knowing about the progress the students made during his or her absence. It is important that you leave a note indicating the assignments that have been completed as well as any new assignments you have made. Leave the written work that you have checked for the regular teacher to review. Comments on the behavior of students are appreciated by the regular teacher. Please leave a note in the teacher's mail box, and retain a copy for your files. For your convenience, a form is provided in the "Forms" section of this handbook for duplication.

Signing Out

Do not leave the building until 15 minutes after the dismissal of students. As a substitute teacher, you have assumed the responsibilities of the regular teacher. When you report to the office to inform the office staff that you are leaving, you may learn whether your services are needed for another day.

PERSONAL ILLNESS/EMERGENCY

If you should become ill or have a personal emergency during the time that you are working in the district, contact the secretary or principal so that arrangements can be made to assist you.

SUBSTITUTE RELATED INJURIES (Workers' Compensation)

Reporting: Report the injury to the building administrator as soon as possible. You can obtain the proper documents from the building administrator and/or building secretary. Your supervisor will review the incident with you and sign the incident form. All documents must be completed. If immediate or urgent care is needed, you must go to the Clinic. **Your supervisor (building supervisor) or their designee must initiate authorization.** Schools and provide the Treatment Authorization form. They will have you complete the necessary forms to initiate your workers' compensation claim.

Returning to Work: You cannot return to work without a release from a physician. After you have been treated at the hospital or clinic, you will be given a form that discusses your work status. You must provide your supervisor with a copy of this form as soon as possible, but no later than your next regularly scheduled work day

Student Teachers and Paraprofessionals

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 implementing the lesson for the day, since they are familiar with the work and the students in the class. The substitute should use these people to his or her advantage, but the substitute must remember that he or she is responsible for the class.

Retired Personnel

Retired teachers may substitute a total of 100 days per school year. We recommend that all retired teachers, who are substituting, keep accurate records of the days worked so that KTRS is not affected.

Retired classified personnel do not have a limit on the number of days they can work.

Team Teaching

The substitute teacher should rely on the other member(s) of the team for suggestions or advice in team-teaching situations. As a member of the team, the substitute teacher is expected to teach.

Audiovisual Equipment

In most instances, if audiovisual equipment is needed for a class, it must be checked out from the media center and returned on the same day (unless there is a policy in the building that prohibits this). If you are not familiar with the equipment, ask the media specialist for advice. Do not assume that the students know how to use the equipment. The equipment must be checked out in the substitute teacher's name and not in a student's name.

Items Requiring Office Approval

Classroom topics or materials that are not in the teacher's lesson plans require office approval. Students are not to be interviewed by anyone in or out of the classroom without official permission. Students are not excused to leave school early under any circumstances without permission from the principal. Accidents involving any of the students in your care must be reported immediately to the office of the principal.

Medication

No medication, including aspirin, should be administered to students by a substitute teacher. When a student requires medication, the student will be referred to the health office at the elementary school so proper procedures can be followed.

Room Environment

Proper heating, ventilation, and lighting are to be maintained in the classroom. The room is to be maintained in good order and supplies are to be used carefully. The last few minutes of the day should be used as a clean-up period so the room is ready for the next day or the next teacher.

Payroll Information

You must complete the federal and state withholding tax forms through the Substitute Orientation prior to receiving a payroll check. You will need to complete your time through your building assignment for the pay period. **Paychecks are disbursed once a month** – the month after your substitution (i.e. Substitution completed in the month of September after the 10th will be paid in October). **Direct Deposit is required for all Substitutes.**

For more information, please contact the Payroll Office.

Fulton County Schools

Substitute Teacher Salary Schedule

\$125 per day for Certified/ \$100 per day Classified

Use of Tobacco Products:

The use of tobacco products is **PROHIBITED** at all times in or on any property owned or operated by the Board of Education. This includes all indoor and outdoor facilities owned or operated by the School System. Violation of this policy shall constitute reason for disciplinary action.

Weapons

Carrying, bringing, using or possessing any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Except for authorized law enforcement officials, the Board prohibits carrying concealed weapons on school property. Staff members who violate this policy are subject to disciplinary action, including termination. Employees who know or believe that this policy has been violated must promptly make a report to the local police department, sheriff, or Kentucky State Police.

Controversial Issues

Teachers are expected to exercise reasonable and prudent judgment in the selection and use of materials and discussion of issues in their classrooms. All classroom materials shall be current, relevant, and significant to the instructional program. Materials shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students. Neither issues nor materials that have a potentially disruptive effect on the educational process shall be discussed or chosen. Teachers who suspect that materials or a given issue may be inconsistent with this policy shall confer with the Principal prior to the classroom use of the materials or discussion of the issue. If the Principal is in doubt, s/he shall confer with the Superintendent/Designee.

Search and Seizure

Only those certified personnel directly responsible for the conduct of the pupil or the Principal of the school the student attends are authorized to search the student's person or his or her personal effects. Before a student's outer clothing, pockets, or personal effects (e.g., handbags, backpacks, etc.) are searched, there must be reasonable grounds to believe the search will reveal evidence that the student has violated or is violating either a school rule or the law or possesses an item harmful to the school and its students. Search of a pupil's person shall be conducted only with the express authority of the Principal. Unless otherwise permitted by policy 09.436, no search of a pupil shall be conducted in the presence of other students. No strip searches of students shall be permitted.

Required Reports

Although you may be directed to make additional reports, the following reports are required by law and/or Board policy:

- Report damaged, lost, stolen, or vandalized school property to the Principal.
- If you know or believe that the District's alcohol-free/drug-free policies have been violated, promptly make a report to the local police department, sheriff, or Kentucky State Police. This is required if you know or have reasonable cause to believe that conduct has occurred which constitutes the use, possession, or sale of controlled substances on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school sponsored or sanctioned event.
- Immediately report to Principal after sustaining a work-related injury or accident and also report potential safety or security hazards to the Principal.
- Report to the Principal/immediate supervisor or the District's Title IX Coordinator if you, another employee, or a student is being subjected to harassment or discrimination.
- If you suspect that financial fraud, impropriety or irregularity has occurred, immediately report those suspicions to Principal or the Superintendent.
- Report to the Principal any student who is missing during or after a fire/tornado/ bomb threat drill or evacuation.
- When notified of a bomb threat, scan the area noting any items that appear to be out of place, and report same to Principal/designee.
- If you know or believe that the District's weapon policy has been violated, promptly make a report to the local police department, sheriff, or Kentucky State Police. This is required when you know or have reasonable cause to believe that conduct has occurred which constitutes the carrying, possession, or use of a deadly weapon on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school sponsored or sanctioned event.
- District employees who know or have reasonable cause to believe that a student has been the victim of a violation of any felony offense specified in KRS Chapter 508 (assault and related offenses) committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the Principal of the school attended by the victim.

The Principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in such an incident. Within forty-eight (48) hours of the original report of the incident, the Principal also shall file with the Board and the local law enforcement agency or the Department of Kentucky State Police or the County Attorney a written report containing the statutorily required information.

- If you know or have reasonable cause to believe that a child under eighteen (18) is dependent, abused or neglected or molested, in or out of school, immediately make a report to a local law enforcement agency, the Cabinet for Families and Children or its designated representative, the Commonwealth's Attorney or the County Attorney, and to the Principal (who shall also make a report to the proper authorities).
- Report to the Principal any threats you receive (oral, written or electronic).

CLASSROOM MANAGEMENT

1. One of the most important factors in preventing problems, or minimizing their seriousness, is alertness.

A teacher who stands while teaching will find that more learning results and that fewer problems arise. Moving about the room during supervised study time permits the teacher to give more help to the students, to be more aware of learning difficulties, and also to decrease the likelihood of misbehavior.

2. Never hesitate to call on a nearby teacher or the principal to help. It is better for you to handle your own problems, as much as possible, but when students do not cooperate it is better to let someone help you before there is extreme tension or “loss of cool”. Avoid physically handling a student unless it is for someone’s safety. If reason does not help a student control his actions, notify the building principal immediately.

3. When the misbehavior involves a few students the teacher should talk to the students individually. In private, the student does not have a peer audience to impress, and is therefore more likely to make the desired response.

4. The teacher should keep in mind that the purpose of corrective action is to improve behavior, not to get revenge. Therefore, the least severe action that will achieve the desired results should be utilized.

5. Correction should be private, impersonal and unemotional. When it is administered in anger it is difficult to use good judgment, and often causes the student to associate the action with the teacher's anger, rather than with his own offense. Disciplinary measures should never be a matter for argument between teacher and pupil. Once guilt has been clearly established, corrective action should be promptly determined and carried out. Care should be taken to avoid false accusations because they frequently have an adverse effect on student-teacher relations.

6. Do not touch a child, even in a caring manner, when you are angry or mad at the child. Sarcasm is NEVER appropriate to use.

Students don't care how much you know until they know how much you CARE.

Substitute Responsibilities

- To help students improve their self-discipline
- To preserve the rights of others
- To stop behavior that interferes with the educational process
- To stop behavior that puts others in danger

Guidelines to follow:

Greet your students at the classroom door with a warm, friendly, and receptive greeting. Establish positive command. Use a low voice, and avoid talking over the students' voices. Inform the class that you are the teacher for the day. Introduce yourself to each new group of students. Write your name on the board to avoid any confusion during the day, and inform the students of your own classroom expectations and rules.

The only effective method of classroom management is good instruction. Have the assignment(s) from the teacher's plans on the board. Begin the assignment immediately. Make

your instruction brief and concise. Get the students engaged in the lesson. Move about the classroom throughout the class period or day.

Have students produce a product. Have paper and pencils ready to lend to students who do not have supplies.

It is important that the substitute teacher follow the schedule and lesson plans of the regular teacher. If no lesson plans are available, the substitute teacher should be prepared to use classroom materials and information from students and other teachers to create a plan.

Continue to move about the room throughout the class period or day. Do not sit at the teacher's desk for an extended period of time. You are not to bring newspapers, books, or magazines to the classroom to occupy yourself while the students work.

If a student must leave the room, issue a hall pass and make a note of the student's name and the time he or she left.

If a movie is shown, it must be one the teacher has left. Continue to walk around the room during the movie. Do not bring films with you or show a film that a student has supplied. Students should be kept busy until dismissal time. Excess energy at the end of a day can be put to use by having the students help straighten and clean the classroom.

Unless on a long-term assignment, the substitute should not be concerned with rearranging the seating plan, bulletin boards, and other parts of the room organization.

Any materials and supplies the substitute uses during the day should be used prudently and returned in good condition. Keep your classroom tidy and clean. Handle the teacher's plan book, grade book, and teacher's manual carefully.

Management Reminders

- Establish and maintain a positive presence.
- Begin class procedure the moment the bell rings.
- Establish expectations, and praise appropriate behavior.
- Give verbal rewards.
- Provide engaging, meaningful instruction.
- Have students produce a product.
- Be positive, and be firm.
- Appear confident and in control of the situation.
- Smile. Be enthusiastic.
- Expect the most from your students.
- Be a good model—students imitate.
- Use frequent eye contact.
- Use wait time, proximity control, and subtle signals.
- Use quiet reminders.
- Use private conferences. Ask a misbehaving student, "What can you do to demonstrate to me that you are serious about avoiding a referral?"
- If issues continue, use a direct reminder and warning, and then a referral.

Do not ridicule, belittle, or argue with the student.

When the student's behavior cannot be ignored, isolate the student. Try giving a student with a behavior problem a responsibility, and see that he or she follows through. Do not use corporal punishment. Paddling, slapping, and physical punishment of students in any way are all

considered corporal punishment and violate FCPS policy. Physical force used with a student is prohibited. To ensure that no allegations are made against you, do not touch a student in any way.

As a last resort, exceptionally difficult problems of student control should be referred to the principal with a written statement explaining the inappropriate behavior. Referral forms are available in the office.

The FCPS Code of Acceptable Behavior and Discipline is available in the school office.

Safety

Careful attention should be paid to every detail of student safety. The following safety practices should be followed:

- Only activities that are considered safe are to be included in the program.
- Students who are convalescing from illness, including severe colds, are not required to participate in vigorous activities.
- Students should be closely supervised at all times.
- Games that encourage pushing and shoving should be avoided.
- Any accident or injury, no matter how slight, should be reported to the office.
- If there is any chance of coming in contact with the bodily fluids of a student, wear protective gloves. Follow universal precautions.
- Any student who appears to be ill should be sent to the office immediately. You should never administer medication to a student or allow a student to take medication without a note from the office.
- No food should be given to students.

BODY FLUIDS AND BLOOD BORNE PATHOGENS

A. Procedures

1. Blood (cuts & abrasions, nosebleeds, menses, contaminated needle)

- a. Use proper First Aid procedures. Information available in the nurse's office. If student or staff is able, have them, upon instruction, wash clean their own wound.
- b. Use disposable gloves when available. Remove gloves, put them in plastic bag, wash hands with soap for 15 seconds under running water using proper hand washing procedures. Dry with paper towels.
- c. If no gloves are available, wash hands with soap for 15 seconds under running water. Dry with paper towels.
- d. Do not use needle to remove splinters.
- e. No injections will be given in school. Sharps will be disposed of by the student or staff member.
- f. Be cautious if assisting a diabetic with a blood test and use disposable gloves. Do not recap lancet. Lancets should be disposed of by the student or staff member.

2. Feces, urine, vomit

- a. Use disposable gloves. Remove gloves, put them in plastic bag. Wash hands for 15 seconds under running water. Dry with paper towels. Procedure for washing hands attached.

b. If no gloves are available, wash hands with soap for 15 seconds under running water. Dry with paper towels.

3. Respiratory Secretions (saliva, nasal discharge)

a. Use disposable gloves. Remove gloves, put them in plastic bag. Wash hands for 15 seconds under running water. Dry with paper towels. Follow proper washing procedure.

b. If no gloves are available, wash hands with soap for 15 seconds under running water. Dry with paper towels.

c. Use plastic thermometer covers with thermometers when taking temperatures. Dispose of covers immediately in plastic bag. If student is able, have him\her remove cover and place in plastic bag.

d. Thermometers should be cleaned in a soap solution and then replaced in zephrian chloride solution.

4. Eating, Drinking, Smoking/Other

Eating, drinking, smoking, applying cosmetics or lip balm and contact lens handling are prohibited in work areas where there is a reasonable likelihood of occupational exposure. Also, food and drink should not be stored in close proximity to where blood or potentially infectious materials are present.

B. Follow-up

a. Dispose of gloves in plastic bag. The custodian will dispose of plastic bags in a proper manner. Use disposable gloves.

b. Rinse non-disposable items (towels) used to wipe up body spill and place in plastic bag. Use disposable gloves.

c. If presoaking is required to remove stains, use gloves to rinse or soak item in cold water prior to bagging.

d. If it is necessary to change a child's clothing, the clothing containing body fluid should be placed in a sealed bag and sent home for laundering. Use disposable gloves to do this procedure.

e. Contaminated disposable items (tissue, paper towels) should be handled with disposable gloves.

f. Any non-disposable items contaminated by a body spill should be cleaned with soap and water and disinfected. Disinfectant should come from custodian.

g. Countertops should be wiped with bleach solution =1 part bleach to 10 parts water, or an approved disinfectant after dealing with any spill.

How to Handle a Physical Altercation

Substitutes risk great liability because it is necessary to physically separate students from time to time.

- Initially, use verbal persuasion to separate students.
- If verbal persuasion is ineffective, you must assess whether you will be physically able to intervene.

- If you do not feel physically capable of intervening, send a student to a nearby classroom or the office for assistance.
- To intervene, use restraining force. Do not become the aggressor.
- Do not get between the students. Polarize the most aggressive student, and physically escort this student to a place that isolates him or her from the other student.

Teacher Liability

A substitute teacher may be held liable for any negligence resulting in injury to a student in his or her care if it can be proved that the teacher did not prepare and supervise prudently the student in the activity in which the student was injured. A substitute teacher is expected to practice the same degree of prudence and care that any other reasonable person would have practiced in the same situation.

Student Code of Conduct Handbook

To view the FCPS Code of Acceptable Behavior and Discipline and the Student Bill of Rights, please consult the FCPS Web site at www.fulton.kyschools.us.

Sensational Subpack * (create one for yourself)

Your work with students can be improved if you take the time to create a Sensational Sub Pack. This “bag of tricks” can be a backpack, satchel, plastic storage box, or any other roomy container to hold supplies and materials for you and the students. Personal items such as a water bottle, a whistle for recess duty, breath mints, etc. can be stored there. You may also want to assemble some school supplies for your personal use. Substitutes often say it is easier to find and use their own supplies when they are in the classroom. It is also suggested that you collect newspaper clippings, magazine articles, pictures, educational activities, puzzles, books, etc. on various grade levels that can help you extend lessons or provide a needed transition activity.

*** This is not to be used to replace the lesson plans provided by the regular classroom teacher.**

Safety Information

Fulton County Schools wants you to have a positive and safe work experience. Please thoroughly review the following safety information before you begin working at our schools.

EMERGENCY PROCEDURES

Where is...

The classroom “Emergency Preparedness Chart?”

The nearest exit?

Office.

If the fire alarm sounds...

Wait 180 seconds to determine that this alarm has not been pulled by an active shooter.

Normally, a person will announce that it is a fire drill and then you can move students out of

the building in an orderly fashion following the fire exit evacuation plan which should be posted near the door. Take the attendance book or list with you so that you can assure that all students are safe.

If a tornado warning is announced...

Move students in an orderly fashion to the shelter area as shown on the room exit plan. This movement could be into the hall, to a lower level, into a restroom, etc. Students should sit down with hands over their heads for protection. Take the attendance book or list with you so that you can assure that all students are safe. Follow this procedure:

1. Utilize designated safe areas during a tornado drill or warning.
2. Instruct students in the procedures to be used during a tornado drill, watch, or warning.
3. Maintain order during the drill, watch, or warning and arrange assistance for students with disabilities.
4. Require students to use one of the following positions, as appropriate:
 - a. Rest on knees, lean forward, cover face by crossing arms above face.
 - b. Sit on floor, cross legs, cover face with folded arms.
 - c. If space does not permit use of the first or second suggested position, stand and cover face with crossed arms. Wraps or coats, when readily available, should be used as a covering.
5. Remain in the assigned safety area with students until the all-clear signal or recall signal is given.
6. Report to the Principal any student who is missing.

Bomb Threat

The faculty and staff shall:

1. Post in each room and discuss with each class rules for bomb threat evacuation, including student responsibilities. These will include directions on the designated exits, alternative exits, assigned evacuation area(s), and designated safety precautions such as a ban on cell phone or radio use during a bomb threat drill or evacuation.
2. If a written bomb threat is received, the employee receiving it should preserve it for investigation by the police for possible fingerprints by handling it as little as possible while placing it in a protective envelope.
3. Maintain order during the evacuation and arrange for the assistance of students with disabilities. Leave doors and windows open.
4. Direct students to take all personal items with them when an evacuation is ordered.
5. Scan the area noting any items that appear to be out of place, and report same to Principal/designee. Do not touch or move any unusual items, but notify the head of the search team.
6. Take roll book and check roll when the class is in its evacuation area. Other than adults authorized to check the premises, no person is to remain in the building during a bomb threat or bomb threat drill.
7. Report to the Principal any student who is missing.

School Emergencies

Each school should have posted evacuation and shelter maps for fire and weather emergencies. You are advised to review this information prior to substituting in a school, and to familiarize yourself with the building evacuation routes and sheltering areas at the start of each new building assignment.

School Closing Information

If school is closed for any reason, do not report for work. In the case of inclement weather, please check the school district's website for information about any school closings or access a local radio or television outlet for school closing updates. School districts will post any school closing information on Channel 6 television station announcements,

Student Injuries

Any student injury requiring professional medical attention needs to be reported using the Student Injury Report form. This form will be completed by the Nurse's office; your assistance may be required. For emergencies, it is safest to remain with the injured child and to obtain immediate assistance when a medical emergency occurs. In addition to contacting the principal of the school with any questions you may have regarding a student injury, the Nurse's office is also available to assist you.

Child Abuse/Neglect

A person commits a Class B misdemeanor if the person has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to make a report within **48 hours** of the event that led to the suspicion of abuse or neglect. The legal duty to report lies with each person who has cause to believe that abuse or neglect has occurred. It is the responsibility of the individual, not the school district, to make the report.

A person who has cause to make a report, but knowingly fails to do so, commits a criminal offense. A person reporting or assisting in the investigation of a report pursuant to the law is immune from liability, civil or criminal, that might otherwise be incurred or imposed. Immunity extends to participation in any judicial proceeding resulting from the report. School staff should be alert to signs or symptoms suggesting child abuse (e.g., unexplained bruises, cuts, burns, welts). Students' comments are often the key to discovering suspected neglect or emotional or sexual abuse.

Procedure:

When an employee first suspects abuse, the employee should notify the nurse to document suspected abuse. Principal is to be informed of the situation. The employee must then make a report (oral report) to the Child Protective Services Division of the Department of Protective and Regulatory Services (formerly Department of Human Services). This must be done as soon as possible, but no later than **48 hours** after suspecting the abuse. The employee and nurse then collaborate to complete and file the written report. This report must be done within five

(5) days after oral reporting. The original written report must be sent to Child Protective Services. A copy of the report shall be kept on file.

Child Abuse and Your Responsibility*

Reporting Child Abuse and Neglect

School district personnel who know or have reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause a report to be made to the proper authorities in accordance with state law.

1. Under Kentucky law, ANY person is obligated to report child abuse, child sexual abuse, and child neglect or dependency. This means that any school staff member, any district employee, who becomes aware of abuse or neglect from any source—whether from a student, parent, staff member, or any other person—no matter if the information is oral or in written form, is obligated to report the suspected abuse or neglect to the Child Protective Services (CPS) hotline at **270-472-1850** immediately.

If you receive information in written form or come into possession of writings, photographs, pictures or other information in tangible form which is related to suspected abuse or neglect, do not mark, write on or otherwise alter the documents or tangible information in any way. Such information should be provided to the proper authorities after you make your report.

2. Abuse can be caused by a child’s parents, guardian, or other person who has the permanent or temporary care or custody or responsibility for the supervision of a child—including district personnel. This should be reported. Regardless of who is reported to have caused the neglect, you should immediately report it to the proper authorities and let them handle the investigation.

3. An abused or neglected child is defined by the state law as follows: A child whose health or welfare is harmed or threatened with harm when his parent, guardian or other person exercising custodial control or supervision of the child: inflicts or allows to be inflicted upon the child physical or emotional injury by other than accidental means; commits or allows to be committed an act of sexual abuse, sexual exploitation, or prostitution will be committed upon the child; abandons or exploits such child; does not provide the child with adequate care, supervision, food, clothing, shelter, and education or medical care necessary for the child’s well-being.

4. After you have reported the abuse to CPS, immediately inform your principal of the report. Do not inform the person or persons suspected of abuse or neglect of the allegations made against them and do not inform the person or persons suspected that you have called in the report to the CPS hotline.

5. If a CPS worker or a Crimes against Children Unit (CACU) police officer who visits your school wishes to interview a child alone, school personnel are to comply.

6. State law provides you with civil and criminal immunity from prosecution if you make a report of child abuse or neglect in good faith.

Finally, if you fail to report suspected abuse or neglect, or if you conduct an investigation before making a report, you may be charged with failure to report abuse or neglect, which is a

misdeemeanor under Kentucky law, and in addition you may be subject to disciplinary action by the district.

Please complete the Child Abuse Reporting Form in the Appendix and turn in to the building principal.

Substitute Teacher Evaluation

Maintain a professional attitude toward your work. Carrying rumors about student behavior in buildings where you have been assigned or making judgments about buildings on the basis of gossip is unethical and reflects discredit to the teaching profession of which you are a part.

Substitute teachers are on the same professional level as classroom teachers and are expected to observe the same ethical codes. Individual criticism of other teachers or other schools destroys public loyalty to the school system and the community.

Plan to spend the entire time working with and for the students. No personal work of any kind should be done. The substitute teacher is expected to carry out the program as outlined by the classroom teacher and is not employed simply to maintain order.

Do not plan to have anyone visit you while you are on duty as a substitute teacher. Do not expect to leave the classroom for personal telephone calls. Do not make personal calls while in class. Messages will be taken and delivered to you.

Substitute teachers should maintain a professional image in personal appearance and attire.

Appropriate attire and a neat personal appearance are necessary to make a good impression on and to win the respect of the class and the school administration. In most schools, sweatshirts, jeans, T-shirts, and flip-flops are not appropriate.

The substitute teacher has a responsibility to deal with every individual kindly and justly without prejudice or partiality. The teacher does not use his or her classroom privileges and prestige to promote personal gain and self-interest or to express views on partisan politics, sexual preference, racial/cultural intolerance, or religion. A substitute teacher earns the respect of his or her colleagues to the extent that his or her personal performance merits this respect. A friendly, cheerful, and cooperative attitude toward both the building personnel and students will have a great deal to do with your acceptance.

It is the responsibility of the principal to evaluate each substitute teacher serving in his or her school during the year. If you substitute teach three or more days in a school, the principal may send a supervisory report to be placed in your personnel file. A substitute teacher may be evaluated after being in a building only one day. A copy of the evaluation form is on the next page. The substitute teacher is sent a copy of all evaluations.

Evaluations will be made based on the following criteria:

- Classroom management
- Instructional performance
- Student/Teacher relations
- Work habits
- Professional attitude

A substitute teacher's name can be deleted from the substitute list as a result of an unsatisfactory evaluation. Should a substitute teacher disagree with an evaluation, the grievance procedure for a substitute teacher should be consulted.

Dismissal

Substitute teachers may be terminated for the following reasons:

- Unsatisfactory teacher performance
- Unprofessional and/or unethical behavior
- Refusal/Cancellation of assignments
- Use of corporal punishment
- Abusive language or behavior
- Violation of district and/or school procedures
- Lack of availability
- Insubordination

Any substitute teacher may be removed from the substitute teacher list at any time by action of the District office. The Personnel Department shall notify any person whose name is removed from the list.

Substitute teachers who are reported as unsatisfactory by the four principals during a school year may not be reappointed for the following year.

Exceptional Child Education Programs

Exceptional Child Education (ECE) programs are designed to meet the needs of students whose approach to learning is different from that of their peers. The school district is committed to providing a high-quality education for students with disabilities by addressing academic, behavioral, transitional, and daily-living skills. A variety of programs, techniques, methods, and materials are available and used for individual instruction. ECE programs are provided on a full continuum to eligible students through the Comprehensive Program, special-needs classes, and special-education facilities and agencies.

Emotional/Behavioral Disability (EBD): EBD serves students who exhibit emotional and behavioral problems over a long period of time in a variety of settings and to a marked degree that adversely affect educational performance. Types of services are resource and self-contained classes in schools. Teacher assistants are often used in EBD classes.

Hearing Impairment (HI): HI serves students with hearing losses that range in severity from mild to profound and that adversely affect communication skills and/or educational performance. .

Physically Disabled and Other Health Impaired (PDOHI): PDOHI serves students whose health problems or physical impairments adversely affect performance in classes. Types of services are resource and self-contained classes in schools.

Multiple Disabilities (MD): MD serves students who have combinations of two or more disabilities (e.g., mentally disabled-visually impaired or mentally disabled-orthopedically impaired), which result in such severe problems that appropriate services cannot be provided in a single categorical program. Teacher assistants are used in self-contained MD classes and in others as needed.

Functional Mental Disability (FMD): FMD serves students who have significant delays in intellectual functioning and adaptive behavior development and require specialized instruction to

realize maximum skill development. Types of services are itinerant, resource, and self-contained classes in schools and teacher assistants are assigned to all self-contained FMD classes.

Visual Impairment (VI): VI serves students whose corrected vision is 20/70 or lower in the better eye and/or whose visual impairment requires specialized instruction and/or materials. Types of services are itinerant and resource classes in schools. Teacher assistants are typically not used in VI classes.

Mild Mental Disability (MMD): MMD serves students whose delayed development in intellectual functioning and adaptive behavior adversely affects educational performance. Types of services are collaborative, resource, and self-contained classes schools.

Learning Disabilities (LD): LD serves students who exhibit a severe discrepancy between intellectual ability and academic achievement in the areas of basic reading, reading comprehension, mathematic calculation, mathematic reasoning, written expression, and listening comprehension. Types of services are collaborative, resource, and self-contained classes in schools.

Communication Disorder (CD): CD serves students who have mild to severe impairments in articulation, language, voice, and/or fluency. Types of services are individual and/or group speech/language therapy and/or consultation with the ECE teacher by the speech/language pathologist.

Please note:

- Under policy from the Kentucky Department of Education (KDE) for Exceptional Children, it is permissible (and often occurs) that students from different categories are mixed. For example, an MMD student may be served in a classroom.
- Students placed in self-contained units may be included for any portion of the day as determined in the Individual Education Program (IEP).
- Types of services might change from year to year, depending on students' needs as determined in the IEP.

Approaches to Behavior and Discipline

- Expect and ask for appropriate behavior, but also understand that sometimes students will display inappropriate behavior.
- Be yourself, and use the daily routine to help maintain continuity.
- Maintain the regular schedule, and attempt to follow available lesson plans.
- Adhere to any behavior-modification techniques already in use within the classroom when indicated by the teacher.

The following are discipline techniques that can be implemented as needed:

- Use praise appropriately and often.
- Keep your students involved and engaged in learning.
- Reward students with five to ten minutes of semi- structured free time after their assignment is completed.
- Be patient and flexible.

- Stop the lesson to restore order when necessary.
- Have students clear their desks and put their heads down.
- Isolate problem students within the room in a quiet area.

Marketing Yourself

- After substituting in a particular school several times, ask the principal to include your name on the priority substitute list. If the principal does this, your chance of getting calls from to substitute for that school increases dramatically.
- Do your best at each substitute assignment you receive. Satisfied teachers will recommend you to their teammates and friends.
- If you still do not have a position at 7 a.m. on a day you want to work, call the school secretary. The Secretary will place you for that day if there are appropriate jobs available.
- Teach each class as if it were your own.

Conclusion

Thank you for choosing one of the most difficult jobs in education--that of the **substitute teacher**. Most teachers will tell you that while they could not do their jobs without you, they wouldn't trade with you for a day! You will have the opportunity to meet and work with thousands of students. We hope this will be a rich and rewarding experience because of its diversity. Remember that everyone wants you to succeed in your endeavors as a substitute teacher. We hope that this handbook and the web site will assist you in your successes as well.

Forms Section

Substitute Teacher Report

Substitute: _____

Date: _____

Phone Number: _____

Grade: _____

Substituted for: _____

School: _____

Notes Regarding Lesson Plans:

Terrific helpers:

Notes regarding behavior:

Additional Comments:

SUBSTITUTE TEACHER EVALUATION

(Please be specific with your comments) An evaluation of the effectiveness of substitute teachers is vital to the District's staffing needs. Please evaluate each substitute teacher who **works three or more days** in your school **OR** who is unsatisfactory.

Substitute's Name _____

School Name _____

Date/s of Absence _____

Grade/Subject _____ Teacher's Name _____

****Please include specific comments made by substitute (attach student/employee statements), if applicable:**

Instructional Performance: Were lesson plans followed and, if necessary, was substitute able to create a plan or supplement plans?

Pupil/Teacher Relations: Were students responsive to the substitute's requests?

Professional Attitude: Did the substitute establish and maintain positive control of class?

Classroom Management: Did substitute establish and maintain positive control of class?

Work Habits: Did the substitute arrive on time? Were the room and materials left in an orderly fashion?

Additional Comments/Recommendations

This section must be completed by the Principal. Please discuss this evaluation with the substitute if possible. Any substitute whom you wish **NOT to return** to your school must receive a copy of the evaluation which identifies your request and explains the reasons for your decision. Any substitute who receives three unsatisfactory evaluations during a school year may be terminated.

The substitute's overall performance was

Exemplary Satisfactory Unsatisfactory

I would like this substitute to return Do **NOT** send this substitute again

Substitute Information Update Form

TO: Human Resources

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 #: _____ Emergency Contact#: _____

Email Address:

New certification (further documentation will be required): _____

Signature

Date

Return this signed form to the Central Office to be added to your personnel file.

Professional 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, lockdown, 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.

<u>THE REST OF YOUR DAY</u>	<u>DEPARTURE</u>
<input type="checkbox"/> Greet students at the door and involve them in a learning activity right away.	<input type="checkbox"/> Instruct students to straighten and clean their work areas.
<input type="checkbox"/> Review the schedule and routine with the class.	<input type="checkbox"/> Remind students of homework.
<input type="checkbox"/> Carry out the lesson plans and assigned duties to the best of your abilities.	<input type="checkbox"/> Complete any forms the teacher/Principal directed you to prepare.
<input type="checkbox"/> Improvise if needed by extending practice, elaborating on activities, or supplementing lesson plans.	<input type="checkbox"/> Leave the teacher a note of what was or was not accomplished; attach any documents received that day.
<input type="checkbox"/> Use planning time to grade work and prepare for the remainder of the day or the next, if you will be returning.	<input type="checkbox"/> Organize and label work turned in by students.
<input type="checkbox"/> Check the teacher's mailbox during the day.	<input type="checkbox"/> Close windows, turn off equipment and lights, and leave the room in good order before you lock the door, if directed to do so.
<input type="checkbox"/> Be fair, flexible and consistent in dealing with students.	<input type="checkbox"/> Turn in keys, grade book, Substitute Teacher Report Form and any money collected to the office, listing who turned in the money and for what purpose.
<input type="checkbox"/> Be positive and respectful in your interactions with students and staff.	<input type="checkbox"/> Confirm if you will be needed again the next day.

**Substitute Teacher
Letter of Resignation**

Complete and fax to 1-270-236-2184

Fulton County Schools
2780 Moscow Avenue
Hickman, KY 42050

Dear Mrs. Chambers,

Please accept my resignation from the Fulton County Public Schools for the following reason(s):

_____ |

am requesting that this resignation become effective on (date)_____.

Respectfully,

(handwritten signature above)

Print Name: _____

Social Security Number: _____

Address: _____

Telephone Number: _____ Cell Phone Number: _____

Current Position: _____

Office Use Only

Date Received

Date Separated

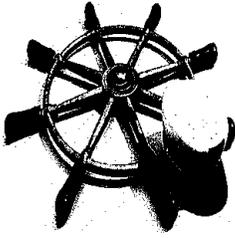
Employee's Signature

RESOURCES

- A Packet for Substitute Teachers - <http://users.erols.com/interlac/subtch.htm>
- Education World Sub Station - http://www.education-world.com/a_curr/curr359.shtml
- Teacher Vision - <http://www.teachervision.fen.com/classroom-management/resource/6284.html>
- NEA Substitute Educator Resource - <http://www.nea.org/webresources/substituteresources.html>
- Edutopia – George Lucas Educational Foundation - <http://www.edutopia.org/>
- Discovery Education - <http://school.discoveryeducation.com/teachers/>
- DESE - <http://dese.mo.gov/>

BOOKS

- **Classroom Management for Substitute Teachers** – Harold Collins
- **The First Days of Schools** – Harry Wong
- **How to Sink a Sub** – John Randolph Palmer
- **Mastering the Art of Substitute Teaching** – Harold Collins
- **Teacher's Organizer** – Jane Herbst, Corbin Hillam
- **Substitute Teacher Survival Guide** – Karen Knight, Pat Simmons
- **Substitute Teacher, A Handbook for Hassle-Free Substituting** – Barbara Pronin
- **The Teacher Survival Guide** – Harry Wong



Fulton County School District
Suspected Child Dependency, Neglect or Abuse
Reporting Form Based on KRS 620.030

STUDENT: _____ DATE: _____

SCHOOL: Fulton County Elementary/Middle School Fulton County High School

NATURE OF REPORT:

ACTION TAKEN:

_____ Contacted parent, if applicable
_____ Immediately contact Cabinet for Health & Family Services, Department for
Community Based Service for Division of Protection and Permanency
1-270-388-4818
_____ Other

FOLLOW-UP NOTES:

REPORT SUBMITTED BY:

_____, _____
_____, _____

CC: County Attorney Centralized Intake Reference Number: _____

Confidential delivery to local law enforcement and county attorney by: _____

Date of Delivery: _____

This form should NOT be placed in the student's cumulative file. It should be kept in a confidential file as documentation that appropriate measures were taken by the school to protect the child.

FULTON COUNTY SCHOOL DISTRICT
Statement of Receipt

I understand that the purpose of the Fulton County Schools Substitute Handbook is to provide guidelines that will help answer questions and pave the way for a successful year. The Substitute Handbook is an overview and I understand that nothing in the handbook is intended to supersede district policy or federal or state law. I further understand that I am not guaranteed employment or continued employment with the Fulton County School District. If I terminate my active status with Fulton County School District, I understand that I may be required to reapply and be security cleared again in order to be approved to substitute teach in accordance with law, policy and procedures.

I understand that I am responsible for reading and complying with all Fulton County School District policies and procedures. Further, I understand that failure to do so may result in adverse employment action against me up to, and including, termination and permanent removal from the Fulton County Schools Substitute System and may also impact future employment opportunities with the Fulton County School District. I may direct questions or comments to the Human Resources Department.

I, _____, have received the Fulton County Schools Substitute Handbook.

(Sign)

(Date)