Dream
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2015-2016

MARION COUNTY PUBLIC SCHOOLS SUBSTITUTE STAFF HANDBOOK

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Marion County Board of Education
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Lebanon, KY 40033-1701
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www.marion.kyschools.us

As required by law, the Board of Education does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information or disability in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designated youth groups.

Marion County Public School Locations

Calvary Elementary School
3345 Highway 208
Lebanon, KY 40033
(P) 270-692-3676
Principal: Sara Brady

West Marion Elementary School
8175 Loretto Road
Loretto, KY 40037
(P) 270-699-4320
Principal: Paula Walston

Lebanon Elementary School
420 West Main Street
Lebanon, KY 40033
(P): 270-692-3883
Principal: Donna Royce

Glasscock Elementary School
773 East Main Street
Lebanon, KY 40033
(P) 270-692-3223
Principal: Angie Akers

St. Charles Middle School
1155 Highway 327
Lebanon, KY 40033
(P) 270-692-4578
Principal: Buffy Mann

Lebanon Middle School
200 Corporate Drive
Lebanon, KY 40033
(P) 270-692-3441
Principal: Christina McRay
Asst. Principal: Jeremy McGuire

Marion County High School
735 East Main Street
Lebanon, KY 40033
(P) 270-692-6066
Principal: Michael Abell
Asst. Principal: Robby Peterson
Asst. Principal: Jennifer Wheeler

Marion County Area Technology Center
721 East Main Street
Lebanon, KY 40033
(P) 270-692-3155
Principal: Brandon Bardin

Hugh C. Spalding Academy
721 East Main Street
Lebanon, KY 40033
(P) 270-692-0690
Principal: Eric King

Central Office

755 East Main Street
Lebanon, KY 40033
(P) 270-692-3721

Superintendent's Office
Taylora Schlosser, Superintendent
Teresa Preston, Administrative Assistant

Academic Services
Tammy Newcome, Chief Academic Officer

Early Childhood Education and Preschool
Debbie Spalding, Director

Exceptional Child Education
Traci Sharpe, Director

Federal Programs
Todd Farmer, Director

Instructional Supervisor/Special Programs
Troy Benningfield, Director

Operational Services
Chris Brady, Chief Operating Officer

Finance
Lisa Caldwell, Chief Finance Officer

Personnel
Jennifer Osbourne, Director

Pupil Personnel
Thomas Lyons, Director

Technology
Thomas Lyons, Director

School Nutrition
Cathy Sparrow, Director

Transportation and Maintenance
Scott Spalding, Director

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Introduction

Welcome to Marion County Public Schools!

The purpose of the handbook is to acquaint you with general Board of Education policies that govern and affect your employment and to outline the benefits available to you as an employee of the District.

Because this handbook is a general source of information, it is not intended to be, and should not be interpreted as, a contract. It is NOT an all-encompassing document and may not cover every possible situation or unusual circumstance. If a conflict exists between information in this handbook and Board policy or administrative procedures, the policies and procedures govern. It is the employee's responsibility to refer to the actual policies and/or administrative procedures for further information. Complete copies of those documents are available at the Central Office and on the district website. Any employee is free to review official policies and procedures and is expected to be familiar with those related to his/her job responsibilities. Employees and students who fail to comply with Board policies may be subject to disciplinary action. **Board Policy 01.5**

School council policies, which are also available from the Principal, may also apply in some instances. **Board Policy 02.4241**

In this handbook, bolded policy codes indicate related Board of Education policies. If an employee has questions, s/he should contact his/her immediate supervisor or the Personnel Director in the Central Office.

District Mission

MCPS: Where WE……. DREAM, BELIEVE & ACHIEVE!

Future Policy Changes

Although every effort will be made to update the handbook on a timely basis, the Marion County Board of Education reserves the right, and has the sole discretion, to change any policies, procedures, benefits, and terms of employment without notice, consultation, or publication, except as may be required by contractual agreements and law. The District reserves the right, and has the sole discretion, to modify or change any portion of this handbook at any time.

Equal Opportunity Employment

The Marion County Board of Education is an Equal Opportunity Employer. The District does not discriminate on the basis of age, color, disability, race, national origin, religion, sex, or genetic information as required by law. Reasonable accommodation for individuals with disabilities will be made as required by law. If consideration of sex, age or disability have a legal relationship to the unique requirements of a particular job or if there are federal or state legal requirements that apply, then sex, age or disability may be taken into account as a bona fide occupational qualification, provided such consideration is consistent with governing law.

If you have questions concerning District compliance with state and federal equal opportunity employment laws, contact the Personnel Director at the Board of Education's Central Office. **Board Policies 03.113/03.212**

Harassment/Discrimination

The Marion County Board of Education intends that employees have a safe and orderly work environment in which to do their jobs. Therefore, the Board does not condone and will not tolerate harassment of or discrimination against employees, students, or visitors to the school or District, or any act prohibited by Board policy that disrupts the work or the educational process place and/or keeps employees from doing their jobs.

Any employee who believes that he or she, or any other employee, student, or visitor to the school or District, is being or has been subjected to harassment or discrimination shall bring the matter to the attention of his/her Principal/immediate supervisor or the District's Title IX/Equity Coordinator as required by Board policy. The District will investigate any such concerns promptly and confidentially.

No employee will be subject to any form of reprisal or retaliation for having made a good-faith complaint under this policy. For complete information concerning the District's position prohibiting harassment/discrimination, assistance in reporting and responding to alleged incidents, and examples of prohibited behaviors, employees should refer to the District's policies and related procedures**. Board Policies 03.162/03.262**

The following have been designated to handle inquiries regarding nondiscrimination under Title IX and Section 504 of the Rehabilitation Act of 1973.

Title IX Coordinator:	Jennifer Osbourne 270-692-3721 755 East Main Street, Lebanon, Ky.
Section 504 Coordinator:	Traci Sharpe 270-692-3721 755 East Main Street, Lebanon, Ky. **01.1**

SECTION I – GENERAL INFORMATION

Selection and Employment of Substitute Teachers

The Kentucky Administrative Regulation 16 KAR 2:030, Substitute Teachers, provides:

To employ a substitute teacher during the temporary absence of the teacher of record for a position, priority in selection and employment shall be given in accordance with the following order:

1) A teacher who holds appropriate regular certification corresponding to the grade level of the teaching assignment;
2) A teacher who holds regular certification for classroom teaching at any grade level;
3) A teacher who holds the Certificate for Substitute Teaching;
4) A person certified on an emergency basis for substitute teaching pursuant to 16 KAR 2:120, who shall be called according to the following descending order relating to the amount of college hours completed:
    a) A Bachelor's degree. Applicants who possess a bachelor's degree in any subject area from a regionally or nationally accredited institution of post-secondary education do not need to meet the minimum grade point average requirements (KRS 161.102)
    b) At least ninety-six (96) semester hours of college credit with at least a 2.45 GPA;
    c) From sixty-four (64) to ninety-five (95) semester hours of college credit with at least a 2.45 GPA

Assignment to Schools

When the requirements for employment have been met and the Board of Education employs a substitute, the substitute is entered in the Aesop sub finder system and will be assigned an identification number (ID number) and personal identification number (PIN). Substitutes will receive a personalized welcome letter and/or email from the district notifying them of their ID and PIN. Use of these numbers allows the substitute to search for and accept teaching assignments. Substitutes will be able to search for jobs 24/7 online and by calling Aesop. Substitutes will also receive calls from Aesop when jobs are available. Substitutes will be able to view their schedule, create non-work days, leave feedback, and set calling preferences. Training materials for Aesop usage are available online. All substitutes are encouraged to review the online training material at www.aesopeducation.com.

Items Needed for Employment

The following are needed in order to complete an application for employment:

1. Copy of Kentucky teaching certificate. (Emergency certificate is required for those not holding a current valid teaching certificate.)

2. Transcript showing degree(s) or total number of hours completed.

3. A federal and state criminal records check processed by the Ky. State Police and FBI. The applicant is responsible for the expense of this criminal records check.

4. Proof of employment eligibility in the U.S. Applicants must provide their driver's license and social security card for the district to copy.

5. Copy of a physical examination performed by a licensed physician at the applicant's expense. The report must indicate any communicable diseases present at the time of the examination; and, if other health problems are present, they must be identified and any limitations that they would impose on the performance of duties should be addressed by the physician.

6. PBIS certificate (Promoting Positive Behavior in Schools)

7. A thorough knowledge of the substitute teacher handbook is required.

Substitute Pay Forms

At the beginning and end of each day, substitute teachers should report to the school office to sign the daily roster of substitute teachers and to complete a timesheet.

Substitute Payroll

Substitutes are paid monthly on the 15th pay date of the month. Payroll is issued electronically through direct deposit. City, county, state and federal taxes are withheld as well as Medicare and Kentucky Teacher Retirement System deductions. All employees must use direct deposit as their method of payroll dispersal.

Kentucky Teacher Retirement System

All substitute teachers are required to participate in the Kentucky Teacher Retirement System. Members will contribute a percentage of earned compensation on a pre-tax basis. Service credit will be earned for days worked. When five years of service credit

has been accumulated, a member will be vested in retirement benefits. Members who do not become vested or who permanently terminate their employment may receive a refund of their retirement account plus any accrued interest. More information concerning retirement benefits may be found at www.ktrs.ky.gov

Retired teachers may return to part-time (substitute) employment in a KTRS position by fulfilling a complete, three-month break in service from their last day of duties prior to retiring. A limitation on the number of days you may work and the salary you earn exists. The number of days employed is limited to less than 70% of the contract days a full-time person is required to work. The salary you may earn is limited to 65% of the daily rate earned the twelve months prior to retirement if you worked less than 30 years. The salary you may earn is limited to 75% of the daily rate earned the twelve months prior to your retirement if you have 30 years or more of service credit. This salary limitation is called your Daily Wage Threshold (DWT) and must be calculated annually by the retirement system. Retired substitute teachers should supply Marion County Board of Education with their annual DWT letter.

Workers' Compensation Insurance

All employees of the Marion County School District, 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 Marion 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.

** If you are injured during work hours or on school property, you have TWENTY FOUR (24) hours to file a workers compensation claim. See your school secretary for the First Report of Injury form. Spring View and FIMA are on the approved list of providers.

Personnel Folders

One (1) master personnel file is maintained in the Central Office for each employee. The Principal/Supervisor may maintain a personnel folder for each person under his/her supervision. Employees may inspect their personnel files. **Board Policies 03.15/03.25**

Change of Address, Telephone, Marital Status or Other Information

Inform the district's Personnel Department if you change your address, telephone number, name, marital status, or have other important changes.

Change of Degree or Completion of Additional College Hours

If you earn an additional degree, please forward a copy of the official transcript to the Personnel Department for an adjustment in your earnings. Emergency certified substitutes should complete updated unofficial transcripts of any newly earned hours.

Inactive Status

Contact the Personnel Department 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**.** Substitutes who have not been used during the period of one fiscal year (July 1-June 30) will be removed from the official substitute roster.

Resignation

Substitutes should submit a written letter of resignation from substitute teaching for the district.

School Closings

Substitutes should listen for public announcements regarding school closings as they will not be paid for days when school is not in session.

Calendars

Marion County Schools' school calendar is available on the school's website at www.marion.kyschools.us. Substitutes are not normally required for scheduled professional development days, opening day or closing day; however, long term substitute teachers may be required to attend these days at the principal's request.

Salary Schedule

The annual board approved salary schedule is posted on the school website. This schedule may be accessed at www.marion.kyschools.us.

Identification Badges

Substitute teachers will be issued identification badges. These badges should be worn in a visible location anytime the substitute reports for service. Please see office secretary for a badge. If you lose a badge, the cost is $5.00.

Personal Belongings and Valuables

Substitute teachers are responsible for the safety and security of any personal belongings and valuables they bring to school and should take the necessary precautions to protect such articles. Car doors should be locked at all times.

Unemployment Compensation Benefits

Employees of Marion County Schools who meet the eligibility requirements under unemployment regulations are covered by unemployment insurance. **Unemployment compensation benefits are not available during periods of scheduled breaks in the work calendar.** Such breaks begin at the close of the last workday immediately preceding a scheduled break

Telephone

Classrooms should be free from interruptions. Please be aware of the following guidelines:

- An emergency from a family member warrants classroom interruption.
- A child that has become sick at school and is calling from school warrants class interruption.
- All staff should discuss with family the appropriate times and circumstances to interrupt the classroom.
- All staff members should check mailboxes at least once a day. Non-urgent calls will be left in mailboxes in the form of a note.
- When answering the telephone in the classroom, please answer with your name instead of "hello" to prevent the guessing of who is speaking – adults should answer the telephones.
- Personal cell phone shall be turned off. Messages can be checked at lunch or during planning periods.

Media

The only means to inform the general public is by mass media (radio, television and newspaper). We must provide prompt and accurate information. Any misinformation can create confusion and therefore should be avoided.

No employee of the school system should talk to any representative of the media without explicit permission of the superintendent/designee. Isolated quotes from individuals are usually incomplete and misleading and therefore must be avoided. **The Superintendent or his/her designee is the spokesperson for the district**.

A joint news conference with 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.

Employee Discipline

Termination and nonrenewal of contracts are the responsibility of the Superintendent. **Board Policies 03.17/03.27/03.2711**

Employment Notification

Each year, substitute teachers on the District's substitute list shall be notified in writing by the last day of school if they have reasonable assurance of continued employment for the following school year.

References

KRS 17.160; KRS 17.165;
KRS 156.106; KRS 161.605; KRS 161.611
016 KAR 002:030; 016 KAR 002:120; 102 KAR 001:030;
702 KAR 001:035; 702 KAR 003:075
OAG 69-296

SECTION II – DUTIES AND RESPONSIBILITIES

The substitute program is a team effort composed of the substitute, the regular teacher and the school principal. The success of this program demands the full cooperation and dedication of all members of the team to their duties and responsibilities.

Policies and Regulations

Substitute teachers are expected to familiarize themselves with the policies and procedures of the Marion County Board of Education. All personnel are responsible for observing and carrying out the provisions of the policies and procedures of the Board of Education. The Policies and Procedures handbook is available online at the school website: www.marion.kyschools.us. Any other matters not covered by board policy shall be referred to the school principal.

Substitute Responsibilities

- Students shall not be interviewed by anyone, in or out of the classroom, without the principal's or parent's permission.

- Students are not excused to leave class or school under any circumstances before the regular dismissal time without permission from the principal.

- Accidents involving any of the students in the substitute teacher's care must be immediately reported to the office of the principal. Only appropriate emergency personnel should move an injured student if there is any concern about their physical condition. Student accident reports must be completed for every student accident. These reports should be submitted to the school office.

- Any student appearing to be ill shall be sent to the office immediately for assessment by the school nurse. Medication must never be administered to a student unless a physician has prescribed it and the parents and the schools' principal have granted approval.

- Do not keep students after normal dismissal time.

- Substitutes shall not leave students in classrooms unattended without certified supervision**.** Substitutes are responsible for all students under their charge and are legally responsible for the welfare of these students.

- If the existence of a dangerous situation is observed, it is critical that the substitute report the problem to school officials as soon as possible.

- Missing students shall be reported to the office immediately.

- Students shall not be released to anyone other than school personnel unless written permission from office staff is presented.

- Substitute teachers need to be diligent in protecting the privacy rights of students. Any request for information regarding students from outside school sources should be referred to the school principal.

- 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 may not be searched without reasonable suspicion. Student body searches should only be done with the permission of and in the presence of the principal or his/her designee.

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

- Rarely, and only under emergency situations, is it legally or professionally permissible for teachers 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.

- Substitutes should exercise caution in touching students. Hugging, putting your arms around students, patting or touching students in any way can easily be misunderstood and can place a teacher at legal and professional risk.

- Substitute teachers should avoid situations where they are left alone with an individual student.

SUBSTITUTES SHOULD CHECK THE SCHOOL IN WHICH THEY SUBSTITUTE TO ASCERTAIN SPECIFIC PROCEDURES FOR IDENTIFICATION OF VISITORS.

School authorities shall not furnish to any outside organization or individual any list of students, parents, or teachers without the approval of the Board of Education or the Superintendent.

The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class when a student teacher is present. A student teacher can be of great value in implementing the teacher's lesson plan and the student teacher shall be utilized to his or her full advantage. The substitute teacher is the one who has legal responsibility for the class.

Substitutes must maintain a professional attitude toward their work and avoid spreading rumors or gossip. Substitutes are on the same professional level as regular teachers and are expected to observe the same professional ethics. Individual criticism of other teachers, staff members, students or other schools destroys public confidence in the school system and the community.

A friendly cheerful and cooperative attitude toward both school personnel and students is essential and will contribute substantially to the success of a substitute.

THE RIGHT TO PRIVACY OF STUDENTS AND PARENTS IS PROTECTED BY LAW AND REGULATION AND IS TO BE RESPECTED AND PROTECTED BY ALL SCHOOL PERSONNEL.

Substitutes should plan to spend the entire scheduled day working with and for the students. No personal work of any kind may be done during this time. The substitute is expected to carry out the program as outlined by the regular teacher and is not employed to simply maintain order.

The substitute should not have anyone visit him/her while on duty and must not leave the classroom except for emergencies. Telephone messages will be taken and delivered to the substitute by the school office.

DRESS CODE FOR SUBSTITUTE TEACHERS

Substitute teachers are expected to maintain a professional image in personal appearance and attire. One of the best means of teaching is to set a good example for students to observe. Appropriate attire and acceptable appearance correlate with your success as a professional replacement for the teacher to whom you are assigned. Be neat and conservative in your manner and dress.

Men	**Women**
Casual dress slacks	Coordinated pant outfits
Khakis	Casual dress slacks/sweaters
Dress shirt with collar	Skirts/blouse or sweater
Knit polo type shirt with collar	

You may want to check in advance, if possible, for any specific dress code requirements for your assignment. Telephone numbers for each school contact are listed at the beginning of this document.

Certain articles of clothing are considered inappropriate at any time. They include the following:

- Clothing with rips, holes, or tears
- Tank tops, muscle shirts, oversized t-shirts
- Clothing which bares the back, midriffs, shoulders
- Spaghetti straps on dresses or tops
- Mini-dresses
- Jogging suits (except for PE assignments)
- Clothing that resembles lingerie
- Pants worn below the waist
- Leggings without a mid-thigh top
- Clothing representing illegal activities, drugs, alcohol, gangs, violence
- Clothing with profane language, obscenities, or ethnic language
- Facial jewelry (except for in the ear)
- Long belts or chains

Arriving at School and Organizing the Day's Activities

The substitute should report directly to the school office on any assignment to receive information regarding room assignment. Materials, lesson plans, class rolls, seating charts and records should be found in the assigned classroom. Teachers are expected to have lesson plans prepared in the event of an absence. Lesson plans may be enclosed in a

folder the substitute teacher receives in the office or should be left on the teacher's desk. The substitute teacher has the responsibility to carry out the teacher's lesson plans as completely as possible. Aesop also allows the absent teacher to leave lesson plans and notes online for the substitute. Teachers should also leave a schedule of daily events (e.g., lunch, bus dismissal, and assemblies).

A substitute should arrive at the school well in advance of the start of the school day. Substitutes should allow enough time to be thoroughly organized before students come into the classroom.

Fire and Safety Regulations

A substitute must learn the rules and regulations pertaining to fire and safety drills. If specific instructions have not been left, check with a neighboring teacher for procedures to follow.

The safety of students requires careful attention. The substitute should follow these safety practices:

- Learn the building evacuation plans in case of fire drill or emergency.
- Know the procedures in case first aid is needed.
- Include only activities that are considered to be safe in the program.
- Do not require students who are convalescing from illness to participate in vigorous activities.
- Supervise students closely at all times.
- Avoid games that encourage pushing and shoving.
- Report to the office any accident or injury, no matter how slight.
- Follow the school policy for administering medication.

Emergency Lesson Plans

If there are no lesson plans, the substitute teacher should follow these procedures:

- Check in the school office to see if emergency lesson plans are on file.
- Check with the principal or department/grade level chairperson for assistance.
- Find student teachers, student aides, or paraprofessional assigned to a class.
- These people usually know the assignments for the day.

Substitute teachers should organize a file of instructional activities to use in the classroom prior to beginning their assignment as substitute teacher. The file may include ideas for creative writing, math games to enrich skills, descriptive work collages, and simple science experiments.

Keeping Attendance and Other Records

Attendance

The substitute teacher must keep an accurate record of the daily attendance, transfers, and withdrawals. Attendance must be taken each class period.

Elementary substitute teachers must send all excuses brought by students to the attendance clerk. Secondary substitute teachers must call student absences in to the attendance clerk.

The taking of attendance should not interfere with the students' class work. Problems can be avoided by taking roll after the students begin their assignments. Having tardy students sign in causes the least amount of confusion.

Money and Miscellaneous Articles

Careful records of the following should be kept and left for the regular teacher:

- Any money collected for fees or payments
- Money or articles lost with loser's name
- Money or articles found with finder's name

Determining Extra Duty Assignments

Substitutes may be assigned some building responsibilities such as lunchroom duty, hall duty, playground duty, extracurricular duties, etc. The substitute should inquire about extra duty assignments, if any. Since substitutes take the place of regular staff members, they have the responsibility of being on duty at the assigned place and time in order to avoid the risk of liability in case of an accident to a student.

Conducting Classes

The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class even when a student teacher is present. The substitute teacher should use the student teacher to his/her advantage, but must remember that the substitute teacher is responsible for the class. The substitute teacher shall make a good first impression. He or she shall greet students at the classroom door with a warm, friendly, and receptive greeting, maintain eye contact, use a low voice and avoid talking over the students' voices, inform the class that he/she is the teacher for the day, have his/her name on the board, close the door, introduce himself/herself, and begin the day's work with the assignments from the teacher's plans on the board. Make instructions brief and concise. Be helpful.

Classroom Management and Student Conduct

Substitutes are expected to maintain control of the classroom. Discipline shall be used in accordance with the provision of the policies, rules and regulations of the Board of Education. Exceptionally difficult problems of student control should be referred to the principal. A written statement of the problem is recommended and referral forms are available in the office. **SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. SUBSTITUTES SHOULD CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.**

Homework

The amount of homework finished by students varies according to the needs of different students and the policies of the different schools. If homework assignments are given, the substitute should be certain the work is purposeful and in accordance with the provision of the rules, regulations, and directives of the Board of Education.

Playground/Duty Activity

Full attention shall be given to your class during playground activities. Only age/size appropriate groups shall be allowed to participate in physical activities. You **must** be aware of what your students are doing. **They shall all be in one general area.** Students remaining inside **must** be under the supervision of certified personnel. **Lack of student supervision is unacceptable at any time.**

Restroom Facilities

Restroom facilities should be monitored closely. Monitors may be used when children use the restroom facilities as a group. The number of students using the restroom at one time should be limited. Cleanliness and health should be stressed as well as a responsibility for our building facilities.

Drug-Free/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;

1. Alcoholic beverages;
2. Controlled substances, prohibited drugs and substances, and drug paraphernalia; and or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by federal regulation.

3. Substances that "look like" a controlled substance. In instances involving look-alike substances, there must be evidence of the employee's intent to pass off the item as a controlled substance.
4. In addition, employees shall not possess prescription drugs for the purpose of sale or distribution.
5. Any employee who violates the terms of the District's drug-free/alcohol-free policies may be suspended, nonrenewed or terminated. Violations may result in notification of appropriate legal officials.
6. 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.
7. Any employee convicted of a workplace violation of drug abuse statutes must notify the Superintendent/designee of the conviction within five (5) working days.

Teachers are subject to random or periodic drug testing following reprimand or discipline for misconduct involving illegal use of controlled substances. **Board Policies 03.13251/03.23251**

Weapons

Except where expressly and specifically permitted by Kentucky Revised Statute, 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, including peace officers and police as provided in KRS 527.070 and KRS 527.020, 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. **Board Policy 05.48**

Tobacco Products

Federal law and Board policy prohibit the use of any tobacco product on school property, in any building owned or operated by the Board, or inside Board-owned vehicles. In addition, employees shall not use tobacco products while on duty in the presence of students at school-sponsored activities at any location. **Board Policies 03.1327/03.2327**

While on the bus, bus drivers shall not use tobacco products and shall not permit students to use them. **Board Policy 06.221**

Use of School Property

Employees are responsible for school equipment, supplies, books, furniture, and apparatus under their care and use. Employees shall immediately report to their immediate supervisor any property that is damaged, lost, stolen, or vandalized.

No employee shall perform personal services for themselves or for others for pay or profit during work time and/or using District property or facilities.

Employees may not use any District facility, vehicle, electronic communication system, equipment, or materials to perform outside work. These items (including security codes and electronic records such as e-mail) are District property.

Employees may not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. Employees cannot expect confidentiality or privacy of the information in their e-mail accounts. Authorized District personnel may monitor the use of electronic equipment from time to time.

District-owned telecommunication devices shall be used primarily for authorized District business purposes. However, occasional personal use of such equipment is permitted. Employees who drive any Board-owned vehicle and/or transport students must annually provide the Superintendent/designee with a copy of their driving record. Employees who receive a traffic citation during the year must report the citation to the Superintendent/designee before driving a Board-owned vehicle or transporting students. **Board Policies 03.1321/03.2321**

Health, Safety and Security

It is the intent of the Board to provide a safe and healthful working environment for all employees. Employees should report any security hazard or conditions they believe to be unsafe to their immediate supervisor.

In addition, employees are required to notify their supervisor immediately after sustaining a work-related injury or accident. A report should be made within 24 hours of the occurrence and prior to leaving the work premises UNLESS the injury is a medical emergency, in which case the report can be filed following receipt of emergency medical care.

For information on the District's plans for Hazard Communication, Bloodborne Pathogen Control, Lockout/Tagout, Personal Protective Equipment (PPE), and Asbestos Management, contact your immediate supervisor or see the District's *Policy Manual* and related procedures.

Employees should use their school/worksite two-way communication system to notify the Principal, supervisor or other administrator of an existing emergency. **Board Policies 03.14/03.24/05.4**

Assaults and Threats of Violence

Employees should immediately report any threats they receive (oral, written, or electronic) to their immediate supervisor.

Under provisions of state law (KRS 158.150) and regulation (702 KAR 5:080), school personnel may remove threatening or violent students from a classroom or from the District's transportation system pending further disciplinary action. However, before the need arises, employees should familiarize themselves with policy and procedures that are required. **Board Policy 09.425**

Child Abuse

Any school personnel who knows or has reasonable cause to believe that a child under eighteen (18) is dependent, abused or neglected shall 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. **Board Policy 09.227**

Helpful Suggestions for Supervision – Substitutes must:

BE THERE – Arrive at your assigned location on time every day and be there both physically and mentally.

LOOK AND LISTEN – Scan constantly both your assigned location and the general area for how it looks and sounds.

BE MOBILE – Move continuously throughout your assigned location without establishing a predictable pattern.

KNOW WHAT IS EXPECTED - Know the rules, procedures, and basic civilities that students are expected to use when entering the setting, while in the setting, and when leaving the setting.

BE PROACTIVE – Interact intentionally within the first five minutes with students. Connect positively by smiling, making positive comments about appropriate behavior, and/or briefly talking about something that interests the student.

ALWAYS RESPOND – Respond to all misbehavior, even low-level misbehavior, with good intentions.

RESPOND QUICKLY - Step in at the onset of potential student problems and also be available to assist a colleague who is dealing with a problem situation.

MAXIMIZE YOUR DELIVERY - Communicate and deliver corrections calmly and respectfully by getting the student's attention without creating an audience, talk quietly and slowly, deliver short and clear directions, keep your cool, be aware of personal space and don't glare/stare at the student.

CHOOSE CORRECTIONS WISELY - Assign a mild correction that logically fits the misbehavior (e.g., verbal reminder for talking too loud, brief delay for running, positive practice for slamming locker doors, and proximity management when students are starting to get rowdy).

REACH OUT AND CONNECT- Greet all students every day in a welcoming and positive manner as they enter the setting (be positive, smile and call students by name) and give specific, descriptive feedback when they follow the expectations.

ENDING THE DAY

Substitutes shall not leave the building until the time the regular teacher leaves. As a substitute, one assumes the responsibilities of the regular staff member.

The regular teacher appreciates knowing about the progress the students have made during their absences. Substitutes may leave confidential comments to the teacher on Aesop or may leave notes for the teacher in the classroom. The regular teacher also appreciates comments on the behavior of students.

Windows and doors must be closed and locked.

All keys given to substitutes when they report to work must be returned to the office. **All money collected during the day must be turned into the office. Money must never be left in the classroom.** Any lost or found articles should be noted and left for the regular teacher.

Substitutes shall report to the office at the end of the day before leaving the building.

SECTION III – SPECIAL INSTRUCTIONS FOR SUBSTITUTES WORKING IN A SPECIAL EDUCATION ASSIGNMENT

Although certain teaching techniques have been effective for the majority of students, some students continue to have learning difficulties. For such student, the teacher must determine the most effective style of learning upon which remediation must be built.

Substitutes should know certain things about exceptional education students when they accept an assignment to substitute in any exceptional education class. They should be aware that some students:

1. May take medication or need special attention during the day.
2. May have special schedules which include speech and language therapy, adaptive physical education, occupational or physical therapy.
3. May have restricted or special diets.
4. May rely on special equipment, i.e. hearing aids, visual aids, prosthetic devices, etc.
5. May ride special buses.
6. May be placed on structured behavior management programs.
7. May have very short attention spans.
8. May require use of pre-established emergency procedures.
9. May require an extremely structured instructional program and school environment.
10. May require a great deal of external guidance and direction from the substitute.

Working with 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 students with special needs 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.

When substituting, it is important to become familiar with the students with special needs in the classroom. 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 deal with students with special needs.

Below are common classifications of students with special needs:

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 my be certified as eligible in 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 his/her 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. Students are mildly autistic 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 closest and safest way out as posted (use secondary route if primary route is blocked or hazardous).
2. Take roll book for student accounting.
3. Office staff shall 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. Will be 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 closest, safest route to shelter in designated safe areas according to **Tornado** plan posted in each room (use secondary route if primary route is blocked or dangerous).
2. Take roll book 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.

Appendix 1
Professional Substitute Checklist

Upon Arrival to School

____Report to the principal or the office.

____Ask if there will be any extra duties associated with the permanent teacher's assignment.

____Find out how to refer a student to the office.

____Obtain keys, teacher's daily schedule, lesson plans, and the teacher's gradebook.

____Check the teacher's mailbox.

____Find out how to report students who are absent or tardy.

____Find the location of restrooms and the teacher's lounge.

____Ask the names of teachers on both sides of your classroom and introduce yourself to them.

In the Classroom Before School

____Print your name on the board.

____Review the expectations, or rules, if any are posted or in the teacher's lesson plans.

____Familiarize yourself with recess times, lunch periods, music and art periods, and the schedule and routine of classes

In the Classroom Before School

____Locate the school evacuation map. Check for posted fire drill, tornado, and other safety related instructions. Read through the lesson plans left by the teacher.

____Locate the books, papers, and materials, which will be needed throughout the day.

____Study the seating charts. If you can't find any, get ready to make your own.

____When the bell rings, stand in the doorway and greet students as they enter.

Throughout the School Day

____Greet the students at the door and get them involved in a learning activity immediately.

____Carry out the lesson plans and assigned duties to the best of your abilities.

____Improvise to fill extra time, enhance activities, or supplement sketchy lesson plans as needed. Create a folder of activities for this purpose.

____Be fair and consistent in handling students.

____Be positive and respectful in your interactions with students and staff.

____Check the teacher's mailbox.

At the End of the Day

____Remind students of homework.

____Have students straighten and clean their desks.

____Neatly organize the papers turned in by students.

____Leave the regular teacher a note of what was accomplished and what needs to be completed. Attach notes, bulletins and other communica-tions.

____Close windows, turn off lights and equipment and make sure the room is in good order before you lock the door.

____Turn in keys, grade book, etc., to the office. Turn in any money collected to the office with detailed notes concerning who turned in the money and why.

____Check to see if you will be needed again the next day.

Appendix 2

CONFIDENTIALITY TRAINING

What is Confidentiality?

- Protection of all personally identifiable data, information and records collected, used or maintained by an agency.
- Confidentiality requirements also apply to discussions about a student and the student's records.

What Laws Protect a Student's Records?

- FERPA – Family Educational Rights and Privacy Act
- Kentucky Regulations
- IDEIA Individuals with Disabilities Education Improvement Act, 2004
- Section 504 of the Rehabilitation Act

What are Educational Records?

- Personal and Family Data
- Evaluation and Test Data
- 504 Plans
- Progress reports, report cards, work samples and attendance records
- Written accounts of parent/teacher conferences
- Audio and/or video tapes
- Medical records
- Individual Education Plan (IEP)
- Records maintained by other agencies (Health Department, private physical therapy or occupational therapy services)
- Information the agency uses for educational purposes (psychiatric and/or mental health records)
- Discipline records

What does Personally Identifiable Information Mean?

- Name of child, parent, or other family member
- Address of child
- A personal identification number (Social Security number or student number)
- Characteristics or other information to identify child

How Does the School District Ensure Student Information and Records Are Kept Private?

- Make sure ALL staff are trained in Confidentiality of Records
  - School Based Councils
  - School volunteers, Cafeteria workers
  - Student Teachers
  - Para educators
  - Substitute teachers, bus drivers, bus monitors

- School nurses
- Office staff, custodians, itinerant teachers

How Do We Ensure Parents See Information Only About Their Child?

- When requesting to view grades – cover all other student names
- Written discipline reports – do not cite other student's name (state as another 4th grade student)
- When speaking with parent do not mention another student (confidentiality protects the rights of all parties including other students)
- Do not discuss other students in meetings (you can discuss plans or strategies you have used with other students).
- Do not discuss students at the grocery store, ball games, church, etc.

How Do We Ensure Parents See Information Only About Their Child?

- Parent/Teacher Conferences – do not share confidential information with grandparents, aunts, uncles, neighbors, etc. unless parent/student representative gives written permission for this third party to hear confidential information.
- Each school must decide how to document for parent conferences and method of storage.
- Faxing Information – make sure fax is marked "Confidential Information".

Confidentiality and E-mail and Telephone Issues

- Do not include student or teacher names or grades in email.
- E-mail – include a confidentiality statement to your signature for each outgoing email.
- Do not give any information over the phone. You do not know who you are speaking to.
- Ask the party to call the Exceptional Child Education office if they are pushing for information or if you are concerned about the request.
- E-mail is public record and can be forwarded without your permission or can be subpoenaed if a legal issue were to emerge.

E-mail Confidentiality Statement

- *Notice: This electronic mail transmission is for the use of the named individual or entity to which it is directed and may contain information that is privileged or confidential. It is not to be transmitted to or received by anyone other than the named addressee's or a person authorized to deliver it to the named addressee's. It is not to be copied or forwarded to any unauthorized persons. If you have received this electronic mail transmission in error, delete it from your system without copying or forwarding it, and notify the sender of the error by replying via email so that our address record can be corrected.*

Confidential Information

- Lesson plans, report cards and individual modification plans should all be marked confidential.
- Substitute folder must include IEP, modifications and behavior intervention plans for students with special needs.

Who Can Access Student Records?

- Parents and/or student representative.
- Students who are 18 years old or emancipated.
- Authorized employees of the district
- Staff from the U.S. and State Department of Education on official business.

Do Guardians, Divorced or Separated Parents, Foster Parents, and Surrogate Parents Have the Right to Review a Student's Records?

- Both parents have a right to view their child's records unless the school has a divorce decree stating otherwise.
- Joint Custody – Both parents should be given access to student records and decision making.
- Foster parents have a right to review records but cannot make educational decisions unless the documentation states otherwise.
- Parents can request interpretation of records. Translation must be provided in their native language.

May a Student Review and Inspect His or Her Own Records?

- An emancipated student is eligible to obtain access to his or her own records (upon reaching 18th birthday or marriage).

How Does the School System Release School Records?

- Parent/legal guardian or emancipated student must make a written request for release of records to another person or agency.
- Exceptional Child Education students or students currently being evaluated submits to the Exceptional Child Education department.
- Not in Exceptional Child Education – written request still obtained and need purpose for release.
- Student information may be released to the Department of Social Services.

Confidentiality Requirement

- Every employee of a Kentucky Public School District must adhere to confidentiality protection of all students.
- All student information should be kept confidential unless disclosure serves professional purposes or is required by law.
- Failure to do so may result in the revoking or suspending of KY certification.
- Protecting students' confidentiality is the law and also the right thing to do!

SAMPLE CONFIDENTIALITY QUESTIONS

1. *The Children's Corner Daycare calls a local school district and requests that Sue's school records are forwarded to them. It is a small community and the person receiving the call is familiar with the caller. Can the records be sent under these conditions?*

   Answer: The records cannot be sent without written parental consent. FERPA and IDEA do not allow a school district to send personally identifiable information to another agency without written parental

authorization. A daycare may be providing educational activities for the student; however, it is not a state educational school district or agency.

2. *Amber's family moved to the neighboring county. The neighboring school district sent a request for the transfer of records. Can this information be forwarded without parental permission?*

   Answer: 1) The records can be sent to the neighboring school. FERPA requirements allow the school district to forward educational records on request to a school in which a student seeks to enroll. 2) Federal requirements state that a reasonable attempt is made to notify the parent of the student of the transfer of the records, except when the transfer of records is initiated by the parent, or when the school district includes their Annual Notice that it forwards records on request to another school district.

3. *Jane is a teacher assistant at Brownsville Elementary School. Jane's close friend asked Jane to check on the progress of the friend's nephew who also attends Brownsville. Can Jane obtain this information?*

   Answer: 1) Jane has no legitimate educational interest in the progress of someone's nephew: therefore, she has no right to review his progress. 2) In order for Jane to review the progress of the nephew, she would have to be working directly with the child, but she still could not share the information with her friend. 3) A written consent signed by the parent is required before educational records can be released to anyone that does not have a legitimate educational interest.

4. *Sandy lives with her grandparents. Sandy's parents have legal custody of Sandy, but they have a very limited role in the care of Sandy. Sandy's teacher would like to initiate a referral due to a suspected learning disability. Who has the right to give written permission to evaluate Sandy for the suspected learning disability?*

   Answer: The ARC chairperson can determine that a person is "acting as a parent", and as such has all the rights of a parent until the parent reappears to reclaim his or her rights. Therefore, Sandy's grandparents are "acting as a parent" and have the rights of a parent in making education decisions concerning Sandy. **If the parents still retain educational rights for their child, they must be the ones to sign permission.**

5. *Matthew's natural father arrives at Matthew's school. He requests to see Matthew's school records. A review of Matthew's school records indicate that Matthew's parents are divorced and that Matthew lives with his mother. Can the school allow access to educational records to Matthew's father?*

   Answer: Both natural parents are allowed access to the educational records of a child, unless the school has been informed that a parent is not allowed due to

some legal action. The fact that Matthew's parents are divorced does not automatically take away his parental rights. If the school does not have a legal document stating that a parent does not have access, then the school allows the natural parent access to their child's education records.

6. *Mary is a parent member of a Site Based Decision Making Council. Mary would like to have a look at the recent state test scores of all the students in Mrs. Reed's class. Does Mary have access to these records?*

   Answer: Mary does not have the right to access the students' educational records. A Site Based Decision Making member does not have access to personally identifiable information. Parent consent would have to be obtained from each parent to allow Mary access to the students' educational records.

7. *Bonnie has recently separated from Fred. Bonnie and Fred are the natural parents of a student in your classroom. Bonnie sends you a note that Fred is not to have any access to any of their child's educational records. Can the school honor Bonnie's request?*

   Answer: Both natural parents are allowed access to the educational records of a child, unless the school has been informed that a parent is not allowed access due to some legal action. The fact that the parents are separated, and the mother has requested that the father not have access does not constitute a legal action. **If the school does not have a legal document stating that a parent does not have access, then the school allows the natural parent access to his or her child's educational records.**

8. *While shopping at Wal-Mart, an adult in the community asks you, "How is that new guy in your class doing? I heard that the police came to school this week to interview him." What information can you release concerning this student?*

   Answer: No information may be released to the community member concerning this student. This community member has no legitimate educational interest, and is not accessible to personally identifiable information concerning any student without written consent from a parent. An appropriate response could be, "Due to confidentiality laws, school employees are not permitted to discuss individual students without written parent consent."

9. *Your supervising teacher will be out for three days and a substitute teacher has been hired. He asks you to put the names of the students who go to resource and to speech on the board and their times so he can keep their schedule straight. Can you write the names and special education schedule on the board?*

Answer: 1) You cannot post or list the names of students who are in special education on the board, on a chart, or in any other fashion that is observable by any student or visitor to the classroom. 2) This information needs to be posted in the substitute teacher folder or in the teacher's lesson plan book. 3) Schedule reminders should NOT be posted on a student's desks.

Appendix 3

MARION COUNTY SCHOOLS SUBFINDER

Call AESOP at

1-800-942-3767

or

Use the Web Address:

www.aesopeducation.com

You will receive an ID and PIN number from the Personnel Department once you have been hired as a substitute teacher.

Assistance with AESOP should be addressed to:

Jennifer Osbourne 270-692-3721
Lou Ann Gootee 270-692-3721

Appendix 4

2015-2016 MCPS Calendar

July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
S	M	T	W	T	F	S
2	D 3	O 4	S 5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	H 7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	X 5	X 6	X 7	X 8	X 9	10
11	D 12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
S	M	T	W	T	F	S
1	X 2	X 3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	X 25	H 26	X 27	28
29	30					

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X 21	X 22	X 23	X 24	H 25	26
27	X 28	X 29	X 30	X 31		

January 2016						
S	M	T	W	T	F	S
					H 1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X 18	D 19	20	21	22	23
24/31	25	26	27	28	29	30

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	U 15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
S	M	T	W	T	F	S
					1	2
3	U 4	U 5	X 6	X 7	X 8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	L 16	X 17	C/U 18	U/P 19	U/P 20	21
22	U/P 23	U/P 24	U 25	U 26	U 27	28
29	X 30	U 31				

June 2016						
S	M	T	W	T	F	S
			U 1	U 2	U 3	4
5	U 6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

O / C Opening / Closing
K / X Break / Other
PD Professional Development/No Students
H Holiday
S First Day for Students
L Last Day for Students
U Possible Make-Up Day
D Staff Development/No Students

If deemed necessary by the Marion County Board of Education these days will be used as Make-Up Days in the following order: May 18 - 20, February 15 (President's Day), May 23 - 27, May 31, April 4 - 5 (Spring Break) and June 1 - 3 & 6.

Appendix 5

CERTIFIED

2015-2016 Substitute Teachers Salary Schedule

Rank I (Master's Degree + 30 hours)

$95.00 DAILY

Rank II (Master's Degree; teaching certification through EPSB)

$92.00 DAILY

Rank III (Bachelor's Degree; teaching certification through EPSB)

$85.00 DAILY

Rank IV (Emergency Certified 96 hours -128 hours)

$74.00 DAILY

Rank V (Emergency Certified 64 hours-95 hours)

$74.00 DAILY

- Long term substitution is twenty days (20) or more in the SAME assignment.
- It is the responsibility of the retired employee to determine if retirement will be affected by working as a substitute teacher.
- **NOTE- CANNOT be paid higher than RANK IV WITHOUT a regular teaching certificate.**

DIRECT DEPOSIT:

- All employees shall use direct deposit.

TIMESHEETS:

- Certified AND Classified time reports are due at the end of the last working day of each month. All time reports shall be submitted to the Central Office no later than the first working day of the next month. Substitute Employees will follow the same schedule.

CLASSIFIED:

2015-2016 Substitute Instructional Assistant Salary Schedule

$9.83 (per hour)

2015-2016 Substitute Lunchroom Worker Salary Schedule

$9.83 (per hour)

2015-2016 Substitute Bus Driver Salary Schedule

$ 49.70 (daily)

2015-2016 Substitute Custodian Salary Schedule

$9.93 (per hour)

*Substitute and part time classified employees are paid at 0 years of experience.

2015-2016 PAY DATES:

- July 15
- August 14
- September 15
- October 15
- November 16
- December 15
- January 15
- February 16
- March 15
- April 15
- May 16
- June 15

Appendix 6

INSTRUCTIONS FOR PBIS TRAINING

(Promoting Positive Behavior in Schools)

http://www.marion.kyschools.us/

1) Click on Departments
2) Human Resources
3) Part Time/Substitute PBIS Training (to the right hand side of the screen)
4) Complete the PowerPoint and quiz
5) Print off the certificate and return to Jennifer Osbourne at the Central Office

Appendix 7

APPLICANT INSTRUCTIONS

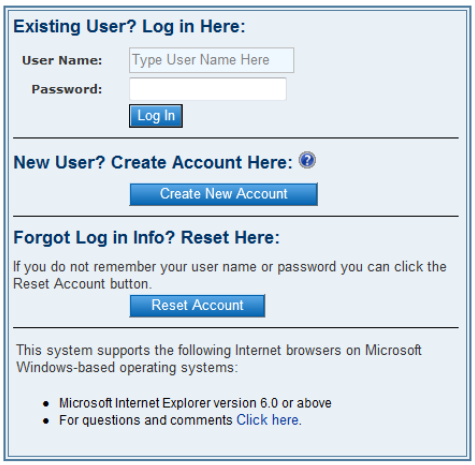
ONLINE EMERGENCY CERTIFICATION FOR SUBSTITUTE TEACHING
KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD (EPSB)

- You MUST have an active e-mail address to apply for this position.
- You WILL be required to present an official transcript (or have one on file with the district) showing at least 64 acceptable university semester credit hours with a minimum 2.5 GPA to apply for this position.
- This is a two-phase process- you must apply online (www.marion.kyschools.us) with your district AND you must apply with EPSB for your Emergency Substitute Certificate

STEPS 1, 2 & 3 ARE A ONE-TIME PROCESS:

1. Go to www.epsb.ky.gov and create an account by clicking on the "Log in to EPSB" button on the lower left of the screen.

2. If necessary, create your new account on the right side of the log-in page by clicking on the "New User? Create Account Here" button.



3. Make note of your User ID and Password information for future reference in working on your Emergency Substitute Application.
4. When notified BY EMAIL FROM EPSB that you are eligible for hire in this position, return to www.ebsb.ky.gov and log in with your User ID and Password
5. Once logged in, click on "My Application Status-View Details" on the lower left of the screen.

6. You will then see information on your application (TC-4) and you should click on the live link to complete the process on your pending application.
   a. If your completion process is successful, you will receive a live link to PRINT your Emergency Substitute Certificate.
   b. Providing untruthful information on the TC-4 will result in legal action by EPSB.
   c. If there is a legal issue with your application, you cannot work as a teacher until you receive E-MAIL clearance from EPSB Legal Division.
7. A FULL TUTORIAL on the TC-4 On-line Process may be viewed at http://www.epsb.ky.gov/certification/index.asp.

8. Print two copies of the certificate and provide one to the district so you can be added to the substitute teacher list.

Appendix 8

ACKNOWLEDGEMENT FORM

2015-2016 School Year

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

I understand and agree:

that this handbook is intended as a general guide to District personnel policies and that it is not intended to create any sort of contract between the District and any one or all of its employees;

that the District may modify any or all of these policies, in whole or in part, at any time, with or without prior notice; and

that in the event the District modifies any of the policies contained in this handbook, the changes will become binding on me immediately upon issuance of the new policy by the District.

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

_____

Substitute Name (please print)

_____ _____

Signature of Substitute Date

Return this signed form to the Central Office.