

BOONE COUNTY SCHOOL DISTRICT



SUBSTITUTE EMPLOYEE HANDBOOK

Boone County Board of Education
8330 US Highway 42, Florence, Kentucky 41042
859.283.1003 (Main)/859.282.2376 (Fax)
859.282.2374 (HR)/859.282.5643 (HR Fax)

The Boone County Schools do not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, disability, veteran status or genetic information.

BOARD MEMBERS

Karen Byrd, Ken Cook, Steve Kinman, Ed Massey, Bonnie Rickert

SUPERINTENDENT

RANDY POE

“ACHIEVING EXCELLENCE TOGETHER”

Dear Employee:

The Substitute Employee Handbook has been prepared by our staff and provided for your information and future reference concerning your responsibilities and expected performance and behavior while working in the Boone County School System.

This handbook will answer the most commonly asked questions by employees and address the basic policies and procedures, which govern and affect your employment with the Boone County Schools.

You are expected to become familiar with the contents of this handbook and to utilize the information contained in it so that you can make significant and positive contributions to the tradition of excellence in the Boone County Schools.

You may obtain further details concerning the items in this handbook by talking with your immediate supervisor or by contacting Human Resources.

Please sign and return the attached perforated sheet indicating that you have reviewed this handbook. Thank you for choosing the Boone County Schools, and I wish you the best of luck in your career.

Sincerely,

Randy Poe
Superintendent

SUBSTITUTE EMPLOYEE VERIFICATION FORM

Employee Name _____
(Please Print) Last First Middle Initial

Job Title _____

Verification Statement

I verify that I have received a copy of and reviewed the Substitute Employee Handbook of the Boone County Schools.

Employee Signature

Date

RETURN FORM TO THE HUMAN RESOURCES OFFICE.

CODE OF ETHICS

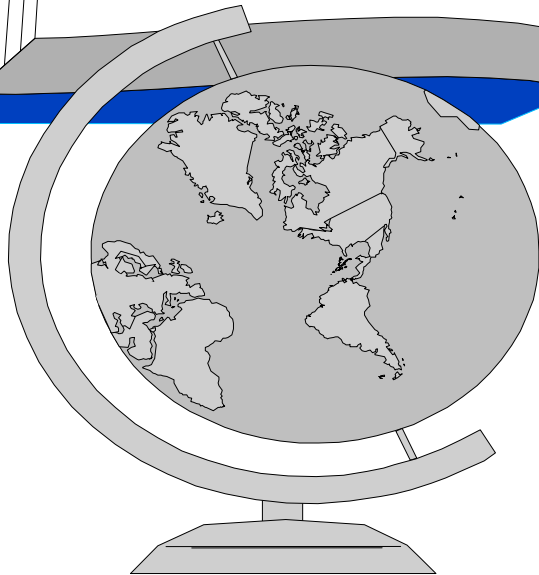
SUBSTITUTE PERSONNEL:

- ✓ Will treat fellow employees with respect and dignity.
- ✓ Will strive to set and maintain the highest ethical and moral conduct by setting an example for all employees to follow.
- ✓ Shall take responsible measures to protect the health, safety and emotional well being of all workers.
- ✓ Shall not use professional relationships or authority for personal advantage.
- ✓ Shall keep in confidence information obtained in the course of work unless disclosure serves professional purposes or is required by law.
- ✓ Shall not make false or malicious statements about fellow workers.
- ✓ Shall refrain from subjecting fellow workers with embarrassment or disparagement.
- ✓ Shall not engage in any sexually related behavior. Sexually related behavior shall include such behaviors as sexual jokes, sexual remarks, sexual kidding or teasing, sexual innuendoes, pressure for dates or sexual favors, or inappropriate physical touching.
- ✓ Will become thoroughly familiar with school rules and regulations.
- ✓ Will cooperate with administration in carrying out school rules and regulations and report any irregularities that violate school policy.
- ✓ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- ✓ Shall not accept gratuities, gifts, or favors that might impair professional judgment, and shall not offer any of these to obtain special advantage.
- ✓ Shall not use coercive means or give special treatment in order to influence professional decisions.
- ✓ Shall not knowingly falsify or misrepresent records or facts relating to responsibilities or position.

Mission Statement

Representing and
in partnership with
our stakeholders,
the Boone County
School District
recognizes that all
children can learn
and dedicates itself
to providing a

challenging
educational
environment that
allows each student
to achieve to his or
her highest
potential as a
learner and citizen.



SPECIAL NOTICE

Dear Parent/Guardian, District Employee, or Health Professional:

The Boone County Board of Education has implemented a special program of Integrated Pest Management (I.P.M.) in order to control pests in a way that minimizes economic, health and environmental risks via a monitoring and inspection program and the judicious use of pesticides. Those individuals applying pesticides will be properly certified in keeping with applicable legal requirements for this special program.

If you want to be notified twenty-four (24) hours in advance of a planned pesticide application, other than when gel bait is used, or as soon as possible when an emergency pesticide application is necessary, please register at the front office of the school. You may also register by phone by calling your school office at: 859.283.1003.

Labels and Material Safety Data Sheets (M.S.D.S.) of the gel bait are on file with the I.P.M. Coordinator. For questions or if requesting copies of the Labels or Material Safety Data Sheets (M.S.D.S.) you may call the I.P.M. Coordinator, Rick Dames at 859.282.3320.

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ABOUT YOUR JOB

SUBSTITUTE PERSONNEL (03.2)

SUBSTITUTE EMPLOYEES

Solely for purposes of the County Employees Retirement System, substitute employees shall serve a probationary period not to exceed twelve (12) months during which they shall not participate in CERS.

STATEMENT OF CONFIDENTIALITY

All substitute employees of the Boone County Board of Education shall maintain the confidentiality of any and all students of the Boone County Schools.

CONFIDENTIALITY

Confidentiality means the protection of all personally identifiable data, information and records collected, used or maintained by the Boone County Schools.

PERSONALLY IDENTIFIABLE

Personally identifiable means data or information that includes any of the following:

1. Name of a child or youth;
2. Name of parent of a child or youth or other family member;
3. Address of a child or youth or family member;
4. A personal identifier, such as social security number, or student number
5. A list of personal characteristics or traits which would make identity of a child or youth easily traceable or discernible; or
6. Other information, which would make identity of a child or youth easily traceable.

PROTECTION

Protection means denial of disclosure, access to, release, transfer, and other communication of personally identifiable information by any means, including oral, written or electronic means, to any party for unauthorized or improper use.

DISCLOSURE

Disclosure means permitting access to, the release, transfer, and other communication of educational records and any personally identifiable information contained in the records of a child or youth. This includes disclosure made orally, in writing, or by any other means, including electronic transfer of information through a telecommunications system.

DIRECTORY INFORMATION

Directory information means information contained in an educational record of a child or youth which generally would not be considered harmful or an invasion of privacy if disclosed.

HIRING (03.21)

CRIMINAL BACKGROUND CHECK AND TESTING

Applicants and substitute employees shall undergo records checks and testing as required by applicable statutes and regulations.

Each application or renewal form provided to applicants for a substitute position shall conspicuously state the following: **"FOR THIS TYPE OF EMPLOYMENT, STATE LAW REQUIRES A STATE CRIMINAL HISTORY BACKGROUND CHECK AS A CONDITION OF EMPLOYMENT. UNDER CERTAIN CIRCUMSTANCES, A NATIONAL CRIMINAL HISTORY BACKGROUND CHECK MAY BE REQUIRED AS A CONDITION OF EMPLOYMENT"**.

As permitted by KRS 160.380, employment shall be contingent on receipt of records documenting that the individual does not have a conviction for a felony sex crime or as a violent offender as defined in KRS 17.165 or other conviction determined by the superintendent to bear a reasonable relationship to the ability of the individual to perform the job. Probationary employment shall terminate on receipt of a criminal history background check documenting a record of such convictions.

EDUCATIONAL REQUIREMENTS

No person shall be initially hired unless she/he holds at least a high school diploma or high school certificate of completion or GED certificate or unless she/he shows progress, as defined by Administrative Regulations of the State Board for Adult, Technical Education, toward obtaining a certificate of high school equivalency. Employees shall hold the qualifications for the position as established by the Commissioner of Education.

Existing and new paraeducators who provide instructional service or support in programs supported by Title I funds shall satisfy educational requirements specified by federal law.

CERTIFICATION OF CERTIFIED PERSONNEL (03.112):

All persons appointed to positions requiring Kentucky certification shall present to the Superintendent a copy of the required certificate prior to assuming the duties of the position.

It shall be the responsibility of the employee to see that the required certification is on file in the Superintendent's office and kept current at all times.

QUALIFICATIONS

CLASSIFIED: The Superintendent shall employ only individuals who possess qualifications established by law, regulation, and board policy.

CERTIFIED: The Superintendent shall employ only individuals who are certified for the position they will hold and who possess qualifications established by board policy, except in the case where no individual applies who is properly certified and/or who meets qualifications set by board policy.

Hiring of certified personnel who have previously retired under KTRS shall be in compliance with applicable legal requirements.

By the end of the 2005-2006 school year, all teachers of core academic subjects shall be “highly qualified”, as defined by state regulations.

JOB REGISTER

The Superintendent or the Superintendent's designee shall maintain in the central office a job register listing all current job openings in the district. The register shall describe the duties and qualifications for each opening, and district employment policies shall be attached to the register. The job register shall be open to public inspection during central office business hours.

VACANCIES POSTED

Under procedures developed by the Superintendent, a listing of all district job openings shall be posted in the central office and in each school building on a timely basis and shall refer interested persons to the central office job register for additional information. Postings of vacancies may be made with other agencies, as appropriate.

REVIEW OF APPLICATIONS

Under procedures developed by the Superintendent, each application shall be reviewed and each applicant so notified.

Applications shall be kept on file for three (3) years and remain active for two (2) years.

RELATIONSHIPS

The Superintendent shall not employ a relative of a member of the board unless the relative was initially employed by the district prior to the tenure of the board member and the member was seated on the board prior to July 13, 1990.

EMERGENCY HIRING

During emergency situations, job openings may be filled without listing in the job register or posting in district buildings.

JOB DESCRIPTION

All employees shall receive a copy of their job description and responsibilities.

INTENT

Under procedures developed by the Superintendent, employees may be requested to indicate their availability for employment for the next school year.

REASONABLE ASSURANCE OF CONTINUED EMPLOYMENT

Each year, all full-time and part-time classified employees, including substitutes, shall be notified in writing by the last day of school if they have reasonable assurance of continued employment for the following school year.

HOURS OF DUTY (03.2332)

REGULAR HOURS

Substitute personnel shall be prompt in attendance and shall be on duty based on the official length of the work day as established by the location at which they are subbing. Office work hours shall be established by the Superintendent or his/her designee.

No substitute employee shall leave the school grounds or other assigned post during duty hours without the expressed approval of their immediate supervisor.

Hours are determined on an as needed basis. Certified substitutes are paid on a ½ day (up to 4 hours) or full day (over 4 hours) basis.

REGULAR HOURS

All substitute employees shall be prompt in attendance and shall be on duty based on the following schedule of office and school hours:

1. The official work day for Principals, Assistant Principals, Vice Principals, Guidance Counselors, and Central Office Administrators will be eight (8) hours. The office hours will be determined by the Superintendent.
2. School hours for elementary teachers shall be from 8:30 a.m. to 3:45 p.m., Monday through Friday. School hours for middle school and high school teachers shall be from 7:30 a.m. to 2:45 p.m. These school hours do not pertain to district operated programs.

No teacher shall leave the school grounds during duty hours without the express approval of the Principal.

ADDITIONAL HOURS

All substitute employees may be required to perform additional duties as assigned by their immediate supervisor.

IDENTIFICATION BADGES

All substitutes will be issued identification/visitor badges at the locations at which they are working. These badges should be worn in a visible location anytime the substitute reports for service.

REST PERIODS

No employer shall require any classified substitute employee to work without a rest period of at least ten (10) minutes during each four (4) hour work period. This shall be in addition to the regularly scheduled lunch period. No reduction in compensation shall be made for hourly or salaried employees.

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

The Boone County Schools calendar and the teacher's work calendar are available on the BCS website at the beginning of each school year. Substitutes are not normally required for scheduled conference days or professional development days; however, long term substitute teachers may be required for such scheduled days at the principal's request.

PROFESSIONAL DEVELOPMENT

Professional development is encouraged among substitutes in Boone County Schools. However, substitutes are not expected to participate in the flexible professional development programs. Substitutes that elect to enroll in professional development activities must do so at their own expense and on their own time.

SELECTION AND EMPLOYMENT OF SUBSTITUTE TEACHERS

The Kentucky Administrative Regulation 704 KAR 20:210 Substitute Teachers, provides:

Section 1: Whenever substitute teachers must be employed to serve during the absence of the teacher of record for the position, the following priority shall be observed in their selection and employment:

1. Teachers who are regularly certified for the position.
2. Teachers who are regularly certified for some other teaching position.
3. Persons certified on an emergency basis for substitute teaching and who have 64 semester hours credit of college preparation with 2.5 or above GPA.

When the requirement for employment have been meet and the Board of Education employs a substitute, the name, the profile, and employee number are placed on the substitute list and will be assigned a log in and pin number. Only those substitutes that have been placed on the substitute list may be called for substitute service.

AESOP SYSTEM

SETTING UP YOUR AESOP ACCOUNT

New substitutes should set up their preferences as soon as hired. The employee number is used for filling out timecards at the schools. The Aesop system is available 24 hours a day or by visiting <http://www.Frontlinek12.com/Aesop>. After logging in the employee can review available jobs, personal information, and update availability. The Aesop system may be accessed by way of a toll free, auto-mated voice instruction menu at 1-800-942-3767, in order to proactively search for jobs and manage existing jobs. Calling in to check the computer recording of your name by pressing option 4 is recommended. Aesop will also make phone calls to substitutes to offer jobs. The administrative office has selected the following hours as standard call times when the Aesop service may call for substitutes: 5:30 am – 3:00 pm each day school is in session. It will also make calls to subs every evening between 6:00 pm and 9:00 pm, seven days a week. The system is voice activated and must hear a greeting within 10 seconds or it will disconnect. The Aesop system will not leave a message on an answering machine.

AESOP ID NUMBER

The system is accessed by using the **substitute ID number** and the PIN number. The **employee ID number** is the number that is used for payroll and timesheet completion only.

REFUSAL/NO RESPONSES

Repeated refusals and no responses may jeopardize the chances of being called again, or result in having a block placed on the substitute's phone number. There are a limited number of phone lines available for use with the Aesop system, and all the lines need to be utilized in the most productive manner available. In agreeing to do substitute work, the substitute accepts the importance of dependability. Substitutes are to make themselves unavailable in the Aesop system when they are not able to work. Refer to your Aesop Brochure for specific instructions on your availability.

CANCELLATIONS

If a substitute rejects or cancels a job during the calling period due to being unavailable, they must make themselves unavailable for the remainder of the calling period by pressing the star key on the phone. If you must cancel a job, all the days of the job will be cancelled on a multiple day job. Another substitute will be assigned by the system, if you only need to be off one day of a multiple day job, please call the Aesop office. On occasion a substitute may need to cancel an assignment due to a personal emergency that arises the morning of the assignment. When such a situation occurs, call the Aesop system to cancel the job. If the system tells you "it's too late to cancel this job", you will need to call the Aesop Office at 282-3689. The system does not stop calling a substitute when a rejection reason or cancellation is entered. It only registers the reason. Repeated refusal cancellations (especially last minute cancellations) and no responses may result in the substitute being blocked from receiving future calls.

Boone County Schools uses the AESOP absent system to make substitute placements for employee absences. Please refer to the AESOP Instruction Brochure for specific instructions about the system.

If you have accepted a call for substituting and an emergency prevents your reaching the school on time, you must call the school and explain the situation and the approximate time of your arrival. If time permits before the start of the school, you may call the AESOP system to cancel your assignment.

POLICIES AND REGULATIONS

All substitute employees are expected to familiarize themselves with the policies and procedures of the Boone 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 are located on the Boone County Schools website, and are also located at the board office and in each school. Any matters not covered by the board policies are to be referred to the school principal.

Items Requiring Principal approval:

- Students are not to 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.
- Any student appearing to be ill should be sent to the office immediately or the principal should be notified immediately. Medication must **NEVER** be administered to a student.
- Do not keep students after normal dismissal time.

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

Confidentiality

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

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 time 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 or paraeducator and is not employed to simply maintain order. Do not bring books, newspapers, or other personal work to the classroom.

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.

The substitute should not call the regular teacher or paraeducator concerning the class work or the other activities unless the principal has made the request, and it has been determined that the regular teacher or the paraeducator is well enough to receive the call.

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, where materials, lesson plans, class rolls, seating charts, and records can be found. Also, a substitute must not report to the school late as that will cause another teacher or paraeducator to interrupt their duties and cover for the substitute. Repeated tardiness will lead to the principals requesting that a substitute not be given additional assignments at that school. Note: Exception would be a job entered late.

It is important that the substitute teacher/paraeducator arrive at school well ahead of the students. Allow enough time to be thoroughly organized before the students come into the classroom. Make sure to have access to and to fully understand the available materials.

CELL PHONE USE

All Substitutes MUST refrain from cell phone use during working hours.

DRESS CODE

Substitute teachers and paraeducators 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.

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

- Clothing with rips, tears or holes
- Tank tops, muscle shirts, shorts
- Clothing which bares the back, midribs, shoulders
- Spaghetti straps on tops or dresses
- Mini-dresses (shorter than 4 inches above the knee)
- Jogging Suits (except for PE assignments)
- Clothing which resembles lingerie
- Pants worn below the waist
- Leggings without a mid-thigh top
- Clothing resembling illegal activity (drugs, alcohol, gangs, violence)
- Clothing with profane language, obscenities, or ethic language
- Facial jewelry except for the ear
- Long belts or chains

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.

Paraeducators will generally have a schedule and listing of responsibilities that will be provided to the substitute paraeducator by the principal or regular classroom teacher.

A substitute should receive a schedule of daily events, e.g. lunch, bus dismissal, and assemblies.

EMERGENCY LESSON PLANS

If there are no lesson plans left for a particular day, 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 paraeducators assigned to a class. These people usually know the assignment for the day.
- Have an emergency lesson plan in case no lesson plans are available.
- Use instructional videos and the library only as they are scheduled in the lesson plans.

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 skill areas, such as division, multiplication, and fractions, spelling games, 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 by taking attendance for each class period, check over the list of absences as compiled, and compare with the seating chart, before reporting absences to the building principal.

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. Substitute teachers should be as accurate as possible, but must not labor over fake names. The attendance records must be left for the classroom teacher.

MONEY AND MISCELLANEOUS ARTICLES

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

- Any money collected must be done in accordance of school policy.
- All money or articles, lost, found or confiscated must be reported to the school office.

DETERMINING EXTRA RESPONSIBILITIES

Substitutes may be assigned some building responsibilities, such as lunchroom duty, hall duty, playground duty, extracurricular duties, etc. The substitutes should inquire about extra duty assignments. The prompt and faithful performance of these duties is absolutely necessary for the smooth and safe operation of a school. Since substitutes take the place of the regular staff member (in all aspects), and 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 emergency or accident involving a student.

The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class even when a student teacher or paraeducator is present. The substitute teacher should use these resources to his/her advantage but must remember that the substitute teacher is responsible for the class. The substitute teacher or paraeducator should make a good first impression. Make instructions brief and concise. The substitute teacher should not assign written work and leave it to be graded by the regular teacher unless the teacher has so indicated in the lesson plans. Any written work assigned by the substitute that is beyond the lesson plans of the regular staff member should be graded and left for the regular teacher or paraeducator to examine.

CLASSROOM MANAGEMENT AND STUDENT CONDUCT

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

If a substitute is asked to return the next day by the principal or secretary, the school administration must adjust the assignment in the AESOP system. If the job is not extended in the AESOP system and the absent employee calls in the system will send someone else to the assignment. The person the system calls is entitled to the job.

Substitutes should not leave the building until the time that the regular teacher or paraeducator is scheduled to leave. A substitute assumes the responsibilities of the regular staff member.

The regular teacher or paraeducator appreciates knowing about the progress the students have made during their absence. The substitute should leave notes indicating the assignments that have been made. The regular teacher or paraeducator also appreciates comments on the behavior of students. Assignments turned in that day are to be checked, graded, and left for the regular teacher or paraeducator.

Students may be asked to help with clean-up duties and care of plants and animals.

Windows and doors must be closed and locked.

All keys given to substitutes when they report to work must be returned. 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 or paraeducator.

Substitutes should report to the office at the end of the day before leaving the building. This allows the office staff to finalize any information they need from you for payroll or for continuing the assignment.

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 or paraeducator 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, including severe colds, 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.

PERSONAL BELONGINGS AND VALUABLES

All substitute employees 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.

RE-ELECTION

In the spring of each year, all substitute employees will receive a Letter of Intent and Reasonable Assurance to indicate whether they wish to be considered for substituting the next school year. If the letter is not returned by the requested date, they will be placed on inactive status and removed from the substitute list. If a sub wishes to return they must refer to the hiring practices in this manual.

RESIGNATION

If a substitute decides that she/he no longer wishes to substitute or if personal circumstances should make it necessary to stop substituting, the Department of Human Resources should be notified in writing immediately. Send resignation letters to Human Resources, Boone County Schools, 8330 US 42, Florence, KY 41042 or email sheli.morris@boone.kyschools.us.

INFORMATION CHANGES

Changes, concerning substitute's address, telephone number, specific restrictions designated by the substitute, etc. should be reported immediately to the Department of Human Resources and the substitute generalist.

APPLICATION PROCESS

CLASSIFIED:

All substitute personnel who are eligible to apply for a vacant position shall fill out a change of assignment form and submit it to Human Resources.

CERTIFIED:

All certified personnel must complete the on-line application for the desired position.

MEDICAL EXAMINATIONS

NEWLY EMPLOYED PERSONNEL

CLASSIFIED:

As a condition of initial employment, all substitute employees, shall pass a medical examination as indicated in 704 KAR 004:020. The examination shall be provided by a licensed physician, physician assistant

(PA), or advanced registered nurse practitioner designated by the board. If the employee elects to be examined by a private practitioner, the cost of examination shall be borne by the employee.

CERTIFIED:

All newly employed certified personnel, including substitute teachers, shall present documentation in the form of a medical examination performed by a designated licensed physician, physician assistant (PA), or advanced registered nurse practitioner or by a licensed medical practitioner of the employee's choice.

Through appropriate personnel documents, such as handbooks and/or job applications, employees shall be notified as to who will pay for medical examinations required for initial employment. Medical examinations performed within a ninety (90)-day period prior to initial employment will be accepted.

The medical examination shall be reported on the form required by Kentucky Administrative Regulation. A copy of the form and a statement indicating the employee's medical status must be filed with the Superintendent prior to assuming assigned duties.

TUBERCULOSIS SCREENING/TESTING

Each medical examination shall include a risk assessment for tuberculosis as required by Kentucky Administrative Regulation. Individuals identified by that assessment as being at high risk for TB shall be required to undergo a tuberculin skin test as required by 704 KAR 004:020. A person who tests positive for TB shall be required to comply with the directives of the local board of health and the Kentucky Department for Public Health, Cabinet for Health and Family Services, for further evaluation and treatment of the tuberculosis infection.

PRESENT PERSONNEL

When, in the opinion of the Superintendent, there is evidence that an employee is no longer able to perform satisfactorily the assigned duties because of health problems or when the employee poses a health threat to students or other employees, the Superintendent may require the employee to provide evidence of fitness in the form of an examination and report by a physician of the Superintendent's choosing. The board shall bear the cost of this examination.

SCHOOL TO REPORT

Local school authorities shall report immediately all known or suspected cases of communicable disease to the local health department. Diseases to be reported shall not include those considered confidential, such as HIV/AIDS, as set forth in Kentucky Administrative Regulation.

MEDICAL CONFIDENTIALITY

Signed consent of the employee designating personnel to be informed shall be required before the Superintendent advises personnel of the employee's medical condition.

The Superintendent shall determine which employees are to have access to medical information. This determination shall be made on a need-to-know basis.

SALARIES (03.221)

HOURLY OR SALARY BASIS

All substitute classified personnel shall be paid on an hourly or salary basis as established by the board.

CERTIFIED RANK AND EXPERIENCE

The rank and experience of certified substitute personnel shall be determined at time of hire. The board shall direct the Superintendent to validate all experience of professional personnel employed in the district. Changes in rank are the responsibility of the substitute employee to notify the board of any and all changes in rank.

WORK DAY/WORK WEEK

The length of the work day shall be established for each position by the board. The work week for hourly (non-exempt) employees shall not exceed forty (40) hours per week, unless overtime is authorized as provided by this policy.

QUALIFICATIONS

Employees shall be responsible for providing the Superintendent with all required certificates, other credentials, health examinations, and verifications of experience prior to beginning work.

PAY RATES

Substitute classified employees are paid an hourly rate. Substitute emergency/certified teachers are paid a daily rate. Substitute retired teachers are paid on the fixed daily rate. Substitute teachers working in long-term assignments must hold a valid Kentucky teaching certificate. Long term assignments are defined as working twenty consecutive days in the same assignment. Teachers working a long term assignment will be paid the long term rate of pay. All salary schedules are available for review on the Boone County Schools' website.

PAYROLL INFORMATION

Substitute payroll checks are prepared every two weeks, and are mailed to the substitute's home address. A schedule of payroll dates for the current school year is available in the Boone County Schools Human Resources Department.

All Substitutes must sign in when they arrive at each school and fill out a time card. They must include your six digit employee identification number, job number, date and time. The substitute will be responsible for submitting the time card to the school secretary at the end of the day.

Leaves of absence for substitutes are not provided, such as sick leave, emergency leave, professional leave, personal leave, or educational leave. Also, holiday pay or pay for designated calamity days is not provided.

PAYROLL DEDUCTION

The Board shall approve all payroll deductions as specified by [KRS 161.158](#) and Board policy 03.2211.

SALARY DEDUCTIONS (03.2211)

MANDATORY DEDUCTIONS

Mandatory payroll deductions made by the Board include:

1. State and federal income taxes;
2. City and county occupational taxes, when applicable;
3. Social security;

4. The County Employees' Retirement System of the State of Kentucky or Kentucky Teacher's Retirement Systems for Classified Professionals as required;
5. Any deductions required as a result of judicial process, e.g., salary attachments, etc.; and
6. Medicare (FICA), when applicable.

Substitute employees who qualify for worker's compensation benefits following an assault and injury, while performing assigned duties, should refer to Board policy 03.123.

Substitute employees who qualify for Workers' Compensation may be required to participate in an Early Return to Work Program. This program is designed to assist employees who have experienced work-related injuries to return to gainful employment. Transition employment shall comply with the treating physician's restrictions and amendments until maximum medical recovery has been achieved, but need not be in the same job classification or location.

LIABILITY INSURANCE

Liability insurance is provided by the Board of Education in the amount of \$1,000,000. All employees are eligible.

A substitute may be held liable for any negligence resulting in injury to a pupil in his/her care if it can be proved that the substitute did not prudently prepare and supervise the pupil in the activity in which the pupil was injured. A substitute is expected to exercise the same degree of prudence and supervisory care that any regular teacher or paraeducator would be expected to practice.

RETIREMENT SYSTEM

ELIGIBILITY

CLASSIFIED: All classified substitute employees working twenty (20) hours or more are required to participate in the County Employees Retirement System (CERS), 800.928.4646.

CERTIFIED: All certified substitute employees, are required to participate in Kentucky Teacher's Retirement System (KTRS), 502.573.3266.

PAYMENT

All federal and state mandated deductions will be withheld from employees' paycheck.

VESTED

Substitutes must be members of KTRS or CERS for five (5) years to be vested.

EQUAL EMPLOYMENT OPPORTUNITY (03.212)

NONDISCRIMINATION

The Superintendent shall adhere to a policy of equal employment opportunity in all personnel matters. No person shall be subjected to discrimination in regard to employment, retention, promotion, demotion, transfer or dismissal because of race, color, religion, sex, national or ethnic origin, political affiliation, age, disabling condition or genetic information.

INDIVIDUALS WITH DISABILITIES

No qualified person with a disability, as defined by law, shall, on the basis of the disability, be subject to discrimination in employment.

District employment practices shall be in accordance with the board-approved procedures addressing requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. No human immunodeficiency virus (HIV) related test shall be required as a condition of hiring, promotion, or continued employment, unless the absence of HIV infection is a bona fide occupation qualification for the job in question as defined in [KRS 207.135](#).

REASONABLE ACCOMMODATION

Employees who have a long-term or permanent disability may request the district supervisor to provide reasonable accommodations necessary for them to perform the essential duties of the position. If assistive technology is deemed necessary for an employee, every effort will be made to obtain that technology in a timely fashion.

Reasonable accommodation shall be provided as required by law.

ADVISING EMPLOYEES

The Superintendent shall inform all school employees of the provisions of this policy.

SOLICITATIONS (03.2323)

Unless authorized by the Superintendent, sales representatives, agents, or other solicitors shall not solicit or contact pupils, teachers, or other employees during the school day.

No school employee shall provide to any outside group or individual a list of parents, students, teachers or other employees for solicitation or other purposes without the prior authorization by the board and approval of the Superintendent or the Superintendent's designee.

POLITICAL ACTIVITIES (03.2324)

The rights of personnel are guaranteed according to the appropriate Federal and Kentucky Revised Statutes.

PROHIBITIONS

No District employee shall promote, organize, or engage in political activities while performing his/her duties or during the work day. Promoting or engaging in political activities shall include, but not be limited to, the following.

1. Encouraging students to adopt or support a particular political position, party, or candidate; or
2. Using school property or materials to advance the support of a particular political position, party, or candidate.

"Political positions" shall not be defined to include communications approved by the Superintendent to be distributed to parents or the community concerning District needs or proposed actions by the board.

Examples of such communications may include, but not be limited to, those addressing designation of attendance zones/areas and district facility and financial needs.

SCHOOL BOARD ELECTIONS

The Superintendent shall inform all district employees of the provisions of [KRS 161.164](#).

DISRUPTING THE EDUCATIONAL PROCESS (03.2325)

Any substitute who, while under the authority of the Superintendent, participates in or encourages activities that disrupt the educational process, whether on school property or at school-sponsored events and activities, may be subject to disciplinary action, including termination.

For purposes of this section, behavior which disrupts the educational process shall include, but not be limited to:

1. Conduct that threatens the health, safety, or welfare of others;
2. Conduct that may damage public or private property, including property of students or staff;
3. Illegal activity;
4. 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
5. Conduct that disrupts delivery of instructional services or interferes with the orderly administration of the school and school-related activities or District operations.

OTHER CLAIMS

When a complaint is received that does not appear to be covered by this policy, administrators shall review other policies that may govern the allegations, including but not limited to, 09.422 and/or 03.262, which addresses harassment/discrimination allegations.

DRUG-FREE/ALCOHOL-FREE SCHOOLS (03.23251)

The board shall endeavor to maintain a drug-free workplace for all employees and students. Each employee of the board shall receive a written copy of the DRUG-FREE WORKPLACE STATEMENT, as well as information about the dangers of alcohol and drug use/abuse in the workplace, availability of alcohol and drug abuse counseling and rehabilitation, and penalties for violating the stated policies.

As a condition of employment, each employee must abide by the DRUG-FREE WORKPLACE STATEMENT. Failure to abide by the DRUG-FREE WORKPLACE STATEMENT may result in appropriate personnel action up to and including termination.

USE OF TOBACCO (03.2327)

Smoking is not permitted at any time inside board-owned vehicles or board-operated facilities. While on school property, employees may smoke only in areas outside of school buildings and athletic complexes designated by the building Principal/designee or the school based council, as appropriate. Such areas shall be clearly identified and, if possible, isolated from the view of students.

Areas outside of administrative offices, maintenance and transportation complexes shall be selected by the Superintendent/designee.

DUTIES (03.233)

All employees are expected to use sound judgment in the performance of their duties and take reasonable measures to protect the health, safety, and well-being of others, as well as District property.

HEALTH AND SAFETY (03.24)

SAFETY

It is the intent of the Board to provide a safe and healthful working environment for all substitutes. Substitutes shall report any conditions they believe to be unsafe to their immediate supervisor, who shall examine the situation and take appropriate action.

The District shall develop, maintain and implement health and safety plans in compliance with state and federal law including, but not limited to, those addressing hazard communication, bloodborne pathogens, lockout/tagout issues, and personal protective equipment (PPE).

BLOODBORNE PATHOGEN CONTROL

The Superintendent/designee shall develop an Exposure Control Plan to eliminate or minimize District occupational exposure to bloodborne pathogens. Copies of the plan are distributed at the Substitute orientation.

CORRECTIVE COUNSELING & EXCLUSION OF SUBSTITUTES

EXCLUSION NOTIFICATION

Occasionally, a problem arises at an individual school between the substitute and the administration, teachers, paraeducators, or students. The principal may request that the substitute not return to the school in order to avoid any further confrontation. If we receive an exclusion notification for a substitute, the substitute will be sent a letter notifying them of the exclusion. If the substitute wishes to discuss the exclusion, She/he must contact the Substitute Generalist to complete the substitute professional development training within 10 days from the date of the letter or access will be restricted from the Aesop system and future positions cancelled. A copy of the exclusion will be placed in the substitute's personnel file.

SUBSTITUTE CORRECTIVE COUNSELING GUIDELINES

The following infractions will result in a written notice requiring additional training before returning to active status in the substitute teacher pool.

1. Lack of classroom management skills
2. Inattentive to child/children's needs
3. Failure to meet established standards of performance

The following are minor infractions and will result in verbal or written notices depending on circumstances. (Additional training not required)

1. Horseplay, disruptive activity or other forms of disorderly conduct
2. Tardiness
3. Repeated/Late cancellations
4. Leaving school grounds without notifying office
5. Loitering or loafing while on duty
6. Creating unsafe or unsanitary conditions

7. Solicitation, distribution or posting of provocative, controversial and/or inflammatory literature
8. Disregard of one's appearance, dress or personal hygiene

The following are major infractions and will result in permanent exclusion from the substitute teacher pool.

1. Physical or verbal abuse of students
2. Unauthorized disclosure of confidential student information
3. Illegal conduct
4. Unlawful possession, use, sale or distribution of illegal narcotics or controlled substances
5. Unlawful possession of firearms or other concealed weapons
6. Theft of student, employee or school property
7. Deliberate destruction or misuse of school property
8. Falsification of school records or information, including application
9. Insubordination
10. Hindering or restricting normal operations or inciting others to do so
11. Unauthorized use or possession of intoxicating beverages on school property, reporting to work under the influence of intoxicants
12. Sleeping while on duty
13. Use of abusive language, acting in a defamatory or disrespectful manner to any student, employee or parent
14. Threatening, intimidating or sexually harassing students, employees or visitors
15. Any conduct considered seriously detrimental to students, fellow employees or school operations

The school district reserves the right to unilaterally modify this procedure at any time. Any exception must have approval of the Director of Human Resources and the Superintendent.

TERMINATION

Any substitute may be removed from the substitute list upon recommendation of the Department of Human Resources when evaluated as unsatisfactory by principals or when there are repeated absences, refusal to accept assignments, or for other just cause. Three "Request for Exclusions" will result in automatic removal from the substitute list. "Walking out" of an assignment before the end of the day or half day due to reasons other than personal emergencies will also result in immediate removal from the substitute list. If you have a personal emergency, contact the school office and explain your situation with the site administrator. The school will contact the substitute service to replace you, if necessary. The Department of Human Resources will notify any substitute whose name is removed from the list.

Helpful Suggestions for Supervision – Substitutes must:

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

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

BE MOBILE – Move continuously throughout the 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 5 minutes with those students who often have difficulty in that setting. 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 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.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION

SPECIAL INSTRUCTIONS FOR SUBSTITUTE 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 students, the teacher must determine the most effective style of learning upon which remediation must be built. In many schools, students are sent from the regular classroom to resource classrooms. The substitute teacher should check the plan book and if in doubt, check with the principal for the changes such students make during the day. The substitute paraeducator should always follow the instructions of the regular classroom teacher.

Substitutes should become aware of possible issues concerning students with disabilities when they accept an assignment. 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 such individual services as speech and language therapy, adaptively 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 teacher and para-educator.

The regular special education classroom teacher or para-educator should leave written information for the substitute about students with such specific needs. However, if such information cannot be located, ask the principal, or a school administrator.

CLASSES FOR STUDENTS WITH HEARING IMPAIRMENT (HI)

Boone County Schools provide programs for students who have hearing losses ranging from mild to profound. These programs include the following models and services:

1. Total communication classes
2. Oral communication program
3. Itinerant teachers of students with hearing impairment to serve collaborative students
4. Speech and hearing therapists to the hearing impaired
5. Audio logical services when deemed appropriate

Suggestions Specifically for Students with Hearing Impairment

1. When speaking to a student with hearing impairment, the substitute should:
 - a. Face the student
 - b. Try to use normal speech patterns; over-emphasizing words makes lip-reading as difficult as mumbling. Perhaps the substitute will have to slow down a bit, but belabored, drawn out speech is as difficult to understand as very rapid speech.

- c. Consider what he/she has said to the student. In general the vocabulary and language levels of students with hearing impairment are below their chronological ages. The substitute may have to rephrase and simplify what she/he has said. Example: Instead of “immediately following physical education, we will go to art,” rephrase and say, “Right after gym (P.E.) we will go to art.” Check to make sure directions are understood.
 - d. Consider lighting. Light source should be on the speaker’s face-at the student’s back. Avoid standing in front
 - e. Realize limitations. A students responding when called on does not mean she/he can understand language out of context. In structured language situations, with adequate contextual cues, most students with hearing impairment should be expected to respond auditory.
 - f. Expect students to respond to their names, differentiate between sentences of different length, and look up when the teacher calls to attention.
 - g. Expect students with more hearing to rely on hearing more.
2. Behavior to Expect – The substitute should:
 - a. Allow movement or turning toward the teacher in order for every student in class to have optimum seating. Remember, students with hearing impairments hear with their eyes. Optimum lip-reading is distance is between 6 and 12 feet.
 - b. Know that students with hearing impairments may exhibit behaviors considered immature for their age. (Whenever possible, the substitute should expect behavior similar to that of their normally hearing peers)
 - c. Be sure hearing aids or amplification devices are turned on.
 3. Approach to Discipline – The substitute should:
 - a. Handle discipline problems as normally as possible.
 - b. Not send the student out in the hall. When removing a disruptive student from the class situation, the substitute should remove the student to a corner of the room where she/he is away from the other students. She/he should be allowed to see the teacher so that she/he is not completely cut off from the class activity.
 - c. Be sure the student understands clearly why she/he is being punished.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.

CLASSES FOR STUDENTS WITH PHYSICAL DISABILITY (PD)

Boone County Schools provide programs for some students with physical disabilities which prevent them from receiving all of their education in the regular classroom. Such conditions include: cerebral palsy, muscular dystrophy, and spinal bifida, injuries resulting from accidents and other disease and conditions

Suggestions Specifically for Students with Physical Disabilities

1. When working with students with physical disabilities, the substitute should be aware:
 - a. That the condition which causes the physical disability may also have caused some degree of mental disability, perceptual problems, visual or hearing problems and/or motor difficulties. If this is the case, directions should be specific and simple, and phrased in an appropriate vocabulary.

- b. That some students may need to take medication for possible seizure patterns. The regular teacher should leave a list of students requiring medication, dosage, time due. If you do not find such a list, check with the building principal immediately.
 - c. That some students wear concealed ileostomy and colostomy bags which collect body waste. These bags require emptying at specific intervals. Check with the paraeducator to determine who has this need.
 - d. That some students must be catheterized on a regular schedule. This service is provided routinely by the school health nurses.
 - e. The some students wear leg braces and other prosthetic devices which must be locked, unlocked or placed into a position for certain activities. Consult with the paraeducator for such information.
 - f. That some students are periodically “positioned” or placed on mats, in standing tables, etc. The classroom aide will know who these students are and their routines.
2. Behavior to Expect – The substitute should:
- a. Allow movement about the room.
 - b. Expect students with physical disabilities to behave as any other nondisabled student. Do not accept excuses for not attempting or completing tasks planned by their regular teacher. The paraeducator will be helpful to you in determining a specific student’s ability to perform a given task.
3. Approach to Discipline – The substitute should:
- a. Handle discipline problems as normally as possible.
 - b. Not respond to excessive demands for your attention, after giving clear directions and being sure that they are understood.
 - c. Be sure that the student understands clearly why she/he was punished, if punishment is necessary.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.

CLASSES FOR STUDENTS WITH MILD MENTAL DISABILITY (MMD)

Boone County Schools provide programs for students with mild mental disability. These students may have intelligence quotients between 70 and 50 and who require training program which provides instruction in self-help skills, socialization skills, low level academic instruction in basic skill areas and pre-vocational training.

Suggestions Specifically for Students with Mild Mental Disability

- 1. When working with students with mild mental disability, the substitute should:
 - a. Give directions in a simple manner. Remember that these students’ language age is lower than their chronological age. You may have to simplify or rephrase your directions. Be sure that directions are understood. You may need to demonstrate the desired activity or response.
 - b. Be aware that some students with MMD may persevere through an activity beyond the point at which is desirable. When this behavior occurs, ask the pupil to stop, to go on to another specific activity, or intervene and direct the pupil gently, but firmly, into the desired activity.

- c. Be aware that some students may need to take medication for possible seizure patterns. The regular teacher should leave a list of children requiring medication, dosage, time due. If you do not find such a list, check with the building principal immediately.
 - d. Be willing to assist a student with toileting needs such as changing a diaper or supervising a student while toileting.
 - e. Be willing to assist with feeding.
2. Behavior to Expect – The substitute should:
- a. Separate students if they become involved in arguing, pushing or hitting behavior. This can best be accomplished by placing them as far apart as space will permit within the room. If the behavior persists, request assistance from the principal.
 - b. Consult the paraeducator or principal to determine the appropriate action if a student demonstrates self mutilating, self stimulating and self abusive behavior. If this behavior occurs regularly, there has been a plan developed to deal with reducing the behavior.
 - c. Expect the students to follow your directions more slowly than other students.
3. Approach to Discipline – The substitute should:
- a. Be sure that your directions are understood.
 - b. Be kind, but firm.
 - c. Expect your directions to be followed.
 - d. Be sure the student knows why he/she is being punished if punishment is required.
 - e. Ignore minor negative behaviors if they are not dangerous to the students or others, and are not disruptive to the instructional program.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.

Additional Considerations Especially for Students with Mild Mental Disability

- 1. Some students take medication for possible seizure patterns, hyperactivity, etc.
- 2. Students may need supervision with toileting
- 3. Students may need assistance with feeding.
- 4. The teacher needs to limit the length of complexity of verbalization.

CLASSES FOR STUDENTS WITH FUNCTIONAL MENTAL DISABILITY (FMD)

Boone County Schools provide programs for students with functional mental disability. These pupils usually have an intelligence quotient of 50 or below. They frequently lack self-help skills, have limited communication skills, and require a great deal of assistance.

Suggestions Specifically for Students with Functional Mental Disability

- 1. When working with students with functional mental disability, the substitute should remember that these students have:
 - a. Limited use of both receptive and expressive language skills. As a result, the person may not respond appropriately to commands such as “No” “Stop”, “Start to work now”, or to praise such as, “Keep up the good work.”

- b. Difficulty in learning to imitate simple behaviors which interfere with the development of some self-care, social, and verbal behaviors.
 - c. Self-care limitations, including lack of toilet training, eating and drinking skills, personal hygiene, and dressing skills.
 - d. Socialization limitations (short attention span, emotional problems, and poor communication skills).
 - e. Academic limitation (very limited academic skills in all areas).
 - f. Prosthetic devices such as concealed ileostomy and colostomy bags which collect body waste. These bags require emptying at specific intervals. Check with the paraeducator to determine who has this need.
 - g. A need to be catheterized on a regular schedule. This service is provided routinely by the school health nurse.
 - h. Leg braces and other prosthetic devices which must be locked, unlocked or placed into position for certain activities. Consult with the paraeducator for such information.
 - i. A need to be periodically “positioned,” or placed on mats, in standing tables, etc. The classroom aide will know who these pupils are and their routines.
2. Behaviors to expect – The substitute should be aware that:
- a. A high rate of repetitive, self-stimulatory, or stereo-types behaviors may be observed. These behaviors may involve body rocking, arm flapping, or even forms of emotional outbursts.
 - b. Short attention span or an inability to concentrate on task for even a short period of time may be observed.
3. Points to Remember – The substitute should:
- a. Wear comfortable clothing and shoes.
 - b. Be physically fit, since lifting and carrying students may be necessary in some classes.
 - c. Be willing to assist a student with toileting needs such as changing a diaper or supervising a student while toileting.
 - d. Depend on the aide to give assistance in managing the day’s schedule of activities.
 - e. NEVER leave any student unsupervised.
 - f. Check on medication to be given or any precautions to be taken with certain students.
 - g. Be willing to assist with feeding.
 - h. Limit the length and complexity of your verbalization.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.

STUDENTS WITH VISUAL IMPAIRMENT VI

Boone County Schools provide itinerant services for students who have visual impairments and who are legally blind.

Suggestions Specifically for Students with Visual Impairments

1. When working with students with visual impairment, the substitute should be aware that:
 - a. These students may have other disabilities (i.e. hearing impairment, physical disability, mental disability, etc.)
 - b. These students frequently have some degree of residual vision which they should use.
 - c. Most of these students use large-type print textbooks or magnifying or enlarging aids and devices rather than Braille.
 - d. Most of these students are familiar with the physical plant and move comfortably through the school building.
 - e. Students should not be left unattended.
2. Behaviors to Expect – The substitute teacher should:
 - a. Expect the same behavior that would be anticipated for a non-disabled student.
 - b. Expect some difficulty understanding new concepts dealing with spatial relationships and positions.
 - c. Expect the student to tire of reading and other activities requiring use of residual vision.
3. Approach to Discipline – The substitute should:
 - a. Approach discipline in the same manner you would dealing with a nondisabled student.
 - b. Not “give in” easily to complaints of being “tired” and not wanting to continue a task or assignment.
 - c. Be firm, consistent and kind.

CLASSES FOR STUDENTS WITH EMOTIONAL-BEHAVIORAL DISABILITY (EBD)

Suggestions Specifically for Students with Emotional-Behavioral Disability

1. When working with EBD self-contained classes, the substitute should:
 - a. Be in the classroom to welcome students as they enter and establish a friendly, pleasant atmosphere for the day.
 - b. Learn the students’ names immediately.
 - c. Maintain the regular classroom schedule and attempt to follow available lesson plans. Move the students quickly from one activity to another. Students may become disruptive at transition times.
 - d. Provide individual and small group academic instruction, with collaboration utilized when appropriate.
 - e. Be sure you know the classroom rules. Adhere to any behavior modification techniques already in use within the classroom. Be consistent.
 - f. Record any necessary data collected in conjunction with any management system(s) utilized in the classroom.
 - g. Make use of the paraeducator since he/she is familiar with the work and students in the class. As a substitute teacher, responsibility for the class and its needs are still yours.
2. Behavior to Expect – The substitute should:
 - a. Expect and ask for appropriate behavior, but also understand that students with EBD will most likely display inappropriate behavior.
 - b. Expect some inappropriate behavior which might include: talking out, out-of-seat, easily distracted, withdrawn, depressed or temper tantrums.
 - c. Expect students with EBD to possibly exhibit behaviors considered immature for their age.

3. Approach to Discipline – The substitute should:
 - a. Handle discipline problem as normally as possible.
 - b. Take the student(s) to the principal if undue misbehavior persists on the part of a student.
 - c. Be consistently firm but respectful, and remain calm.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.

CLASSES FOR STUDENTS WITH SPECIFIC LEARNING DISABILITY (SLD)

Boone County Schools provide programs for students who are identified as having a specific learning disability. This refers to those students who require specially designed instruction due to learning difficulties and benefit from a modified learning environment compatible with their individual needs. These programs include the following models and services:

- Resource Rooms (see section on Resource Rooms)

Suggestions Specifically for Resource Rooms for Students with Specific Learning Disability (SLD), Emotional-Behavior Disability (EBD), and Mild Mental Disability (MMD)

A resource program has the responsibility of providing supportive education services to students. The students have to move back and forth between the regular classroom and the resource room throughout the school day according to the student's Individual Education Plans (IEP's).

1. When working in the resource room, the substitute should:
 - a. Be in the classroom to welcome students as they enter and establish a friendly, pleasant atmosphere for the day.
 - b. Provide individual and small group academic instruction, with collaboration utilized when appropriate as indicated on the IEP.
 - c. Be sure you know the classroom rules. Adhere to any behavior modification techniques already in use within the classroom. Be consistent.
 - d. Be consistently firm, but respectful, and remain calm.
 - e. Consult with the principal, school based consultant, or other special education teachers, if problems arise.

SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS. THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.