

RACELAND-WORTHINGTON  
INDEPENDENT SCHOOL  
DISTRICT



SUBSTITUTE TEACHER'S  
HANDBOOK

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## **Basic Information for Substitutes**

### **Selection and Employment of Substitute Teachers**

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

1. Copy of Kentucky teaching certificate. If you are not eligible for a Kentucky teaching certificate, you can apply for an Emergency Substitute Teaching certificate. Minimum qualifications are 64-semester hours with a 2.5 average on a 4.0 scale. Emergency Substitute Teaching certificates from Raceland-Worthington Independent School District may not transfer to other districts. Emergency Substitute Teaching Certificates must be renewed on an annual basis.
2. Completed official transcript showing degree(s) or total number of hours completed.
3. Preference sheet. This sheet is for the applicant to list the days available, grade level and/or school(s) preferred.
4. A criminal Records Check processed by the Kentucky State Police. The district requires the applicant's fingerprints for the Kentucky State Police and the FBI report which are paid for by the Board.
5. Proof of employment eligibility in the U.S. The district is required to make a copy of the applicant's driver's license and social security card.
6. 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. The examination shall include a skin test for tuberculosis.
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 complete an official time sheet. Since pay is based on this form, substitute teachers need to be sure to correctly complete this form each day that they work.

### **Substitute Payroll and Paychecks**

All pay is direct deposited and direct deposit advices are emailed to everyone. State and federal taxes are withheld as well as Medicare and Kentucky Teacher Retirement System deductions. Any questions concerning payroll should be directed to Laura Lewis, Raceland –Worthington Independent School District Board of Education's finance Office.

### **Teacher Retirement**

Retired teachers need to contact KTRS to determine the allowable number of days that can be worked without affecting their retirement benefits and obtain a letter stating their current DWT (daily wage threshold).

### **Workers' Compensation Insurance**

All employees of the Raceland- WOIhington Independent 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 Raceland-Worthington Independent 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 the insurance.

### **Liability Insurance**

Raceland-Worthington Independent School District provides liability insurance for all employees. The coverage includes Teacher Liability, Bodily Injury, Personal Injury and Product Liability. A substitute teacher is automatically enrolled in the Liability Insurance Program upon employment with Raceland-Worthington Independent School District.

### **Personnel Folders**

Substitute personnel folders are available for inspection in the Raceland-Worthington Independent School District Board of Education Central Office. Personnel folders contain basic information and change of status forms.

### **Change of Address or Telephone Number**

Inform the Personnel Director if you change your address or telephone number. If you earn an additional degree, please forward a copy of the official transcript to the Financial Director for an adjustment in your earnings.

### **Inactive Status**

Contact Datha Riffe to request placement on "Inactive" status in the case of extended illness, student teaching, etc. An approximate ending date should be given at the time of the request.

### **Resignation**

Contact Datha Riffe, in writing, of resignation from substitute teaching from the district.

### **Receiving Assignments**

Substitute teacher assignments are made by building level principals. Assignments are made using the following criteria: certification by the class to be taught principals' and teachers' preferences, record of substitute availability and record of performance. At times, substitute teachers may be assigned to supervise classes during planning periods.

## **Legal Responsibilities of Substitute Teachers**

As a substitute teacher in the Raceland-Worthington Independent School District it is important to understand one's legal responsibilities as an instructor. The following section outlines areas that are of particular importance to substitute teachers. The first four are legal theory and the remainder are specific circumstances with legal ramifications.

### **Loco Parentis**

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

### **Theory of Common Law**

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

### **Theory of Reasonableness**

If a student is injured, the courts will attempt to determine if school personnel acted as a reasonable and prudent adult would normally act under the same circumstances.

### **Degree of Foreseeable Harm**

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

### **Student Supervision**

Instructors should not leave students in classrooms unattended without certified supervision. Instructors are responsible for all students under their charge and are legally responsible for the welfare of these students. If unsupervised students are injured, the school district and the assigned teacher are legally responsible. Substitute teachers should be aware that letting students out of classrooms creates a situation where the students are unsupervised and where the substitute's liability for injury is increased.

### **Reporting Dangerous Situations**

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

### **Missing Students**

Missing students should be reported to the office immediately.

### **Student Injuries**

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

### **Release Students**

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

### **Confidentiality**

Substitute instructors 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.

### **Child Abuse Reporting**

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

### **Students on Medication**

Students who bring medication to class should be referred to the school office immediately. Substitute teachers should refrain from administering any medication, including aspirin, to students.

### **Student Searches**

Students may not be searched without reasonable suspicion. Teachers are not to conduct different gender student body searches. Even same-sex student body searches should only be done when reasonable suspicion exists and when the principal or his/her designee is present. Because of the potential ramifications of a student search, substitute teachers are advised against conducting searches and are strongly encouraged to let school administrators handle such situations.

**Sexual Harassment**

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

**Use of Physical Force**

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.

**Touching Students**

Teachers 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, especially in the upper grade levels.

**Being Alone with Students**

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

**Student Teachers and Paraprofessionals**

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

**General Procedures for Substitute Teachers**

Professionalism is a basic expectation of all employees of the Raceland-Worthington Independent School District. As a substitute instructor, professionalism is directly related to the ability to observe the following.

**Relating to Others**

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

**Avoiding Negativity**

Substitute teachers should avoid speaking negatively about students, other teachers or about the class or school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute teacher developing a negative reputation.

**Dressing Professionally**

Substitute teachers are expected to dress appropriately and to serve as role models. Shirts, ties, dress pants and dress shoes are most appropriate for men. Appropriately cut dresses and blouses, pant suits and women's slacks are appropriate for women. Short dresses, low cut blouses or t-shirts are normally not deemed to be professionally appropriate.

**Preparing for Substitute Assignment**

In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. However, substitutes should plan on bringing alternative lessons and learning materials should lesson plans not be left or if additional learning materials are needed. Please be sure to notify the office if lesson plans have not been left or cannot be found. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff should provide classroom keys, maps of the school duty schedules, class schedules, emergency procedures, lunch procedures school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

**Following Lesson Plans**

Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely.

**Leaving a Comprehensive Report**

Regular classroom teachers want to know how the day went. The names of particular students who were helpful the names of students who may have been a particular challenge, information about the tasks completed and any other relevant information needs to be shared with the regular classroom teacher.

### **Grading Student Papers**

Substitute Teachers should follow the direction of the classroom teachers when it comes to grading students papers. If there are specific instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher should grade the student papers prior to leaving for the day, if possible. (Because of state mandates, there are strict guidelines about the grading of portfolio pieces; therefore, consultation with administrative staff is imperative.) As a minimum, student papers should be organized, so the classroom teacher can more readily grade them upon return.

### **Taking Roll**

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

### **Absentee Slips**

Due in the office at 8:30 a.m. Children who are tardy are to come by the office before going to the classroom. Daily follow-up on absences is essential. Continuous absences or tardiness should be considered truant and should be reported to the principal's office for appropriate action. Please be accurate with the count.

### **Accidents**

Report **ALL** accidents to the office. This should be done so if there are phone calls to the office, we will know the details. An accident form should be filled out and filed in the office on the day of the accident. The student's teacher should contact the parent to inform them of accident details.

### **Handicapped Evacuation Plan**

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

### **Housekeeping**

Teachers are responsible for the following:

1. Close and lock the windows at the end of the day.
2. Secure all confidential information.
3. Keep all boards cleaned.
4. Turn out all lights when leaving the building.
5. Check outside doors when leaving to see that they are locked.
6. Maintain room appearance that is academically motivating, inviting and age appropriate.
7. Encourage pride and accountability of school grounds and building.
8. Place trash in proper containers at the end of the day.

### **Playground/Duty Activity**

If you have taken your class to another area, please give full attention to their supervision. Only age/size appropriate groups should be allowed to participate in physical activities. You must be aware of what all of your children are doing. They should all be in one general area. If some of your students stay inside, they must be under the supervision of certified personnel. Lack of student supervision is unacceptable at any time.

### **Restroom Facilities**

Monitor this area closely, especially as the students use these facilities in groups going to and from physical education, the cafeteria, etc. Send a monitor when children use the rest room facilities as a group. Limit the number of students using the restroom at one time.

Please stress cleanliness and health, as well as responsibility for our building facilities.

### **Telephone**

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

1. An emergency from a family member warrants class interruption.
2. A child that has become sick at school and is calling home school warrants class interruption.
3. All staff should discuss with family, appropriate times and circumstances to interrupt the classroom.
4. All staff members need to check mailboxes at least once a day. Non-urgent calls will be left in mailboxes in the form of a note.
5. 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.

Keep long distance phone calls to a minimum. If you must make a long distance professional call this is to be logged in the proper place in the office. Please remember the FAX machine operates with long distance much like a telephone. Please refrain from making personal long distance calls or use a personal phone card when you must call long distance.

## **Parent-Pupil Handbook**

All substitute teachers must be thoroughly familiar with each school's Parent-Pupil handbook.

### **Establishing a Positive Classroom Environment**

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

#### **Expectations**

1. An essential step in creating a positive learning environment is having students clearly understand what is expected of them. Substitute teachers should instruct students in what is expected of them.
2. Expectancies should be kept to four or five.
3. Expectations should be stated in a positive and instructional manner.
4. Particularly younger elementary students need to be taught expectations within the context of each situation. Proper behavior while waiting in line, going from one location to another, needs to be individually taught in each environment.

#### **Importance of Task**

1. Getting students on task as quickly as possible makes it much easier to get and keep students engaged in learning. When students are actively involved in learning, they will seldom have the time to get into trouble. The more free time students have, the greater the likelihood that they will create classroom disruptions.
2. Substitute teachers are advised to have activities to use in case lesson plans are incomplete or missing.

#### **Management by Walking Around**

1. Walking around in the classroom and being in close proximity to students is an indicator of a well-managed and positive classroom. Sitting behind the desk and not interacting with students often leads to classroom discipline problems and is strongly discouraged in the Raceland-Worthington Independent School District. Reading a newspaper or book while students work is inappropriate.
2. When performing the regular teacher's extra duties such as hallway supervision or bus duty, be sure to circulate in the area and interact with students.

#### **Teacher Maturity and Professionalism**

1. Teachers should remain professional model positive behavior even when under stress and maintain a calm demeanor.
2. Teachers should conduct themselves as appropriate authority figures and as student role models. Teachers should be viewed as caring, dedicated, skillful, sensitive, flexible and responsive.

#### **Determining the Differences Between Minor and Major Student Misbehavior**

1. Teachers must distinguish between minor and major disruptive student behavior. If the student's behavior is merely annoying and irritating, it is usually minor misbehavior. Minor misbehavior can be best dealt with by ignoring it and by recognizing other students' positive behavior. Teachers should use caution in bringing attention to minor classroom misbehavior, since recognition can often strengthen unwanted negative behavior. Major disruptive behavior occurs when a student or students interfere with student learning. Correction should be done quickly and privately, whenever possible. Levels of misbehavior and consequences are listed in each school's Parent-Pupil Handbook.
2. Become familiar with each school's discipline code and the teacher's classroom rules. Consult with other teachers and administrators about difficult situations.
3. Practice sound classroom management techniques.
4. Understand the complexities of working with special needs students.

#### **Classroom Management Techniques**

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

#### **Respecting Students**

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

#### **Staying in Control**

It is extremely important for the teacher not to lose his or her temper. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control it becomes more difficult to make proper decisions and to retain the respect of students.

### **Having a Plan**

Failure to plan often becomes a plan for failure. Effective classroom management revolves around the teacher's foresight in planning for utilization of classroom time, handling of discipline problems, establishing procedures for taking up papers, taking attendance, etc. Substitute teachers need to have a plan about how to deal with situations such as student misbehavior or Jack of lesson plans before they happen. Transition times (bathroom breaks, lunch time, music class) often result in a higher level of student misbehavior and require careful monitoring by the substitute teacher. Consistent and fair rituals and routines will be an invaluable tool once established.

### **Establishing Standards of Conduct**

Let students know what is expected of them upon their arrival to class. Set reasonable standards and consequences. Be consistent in the enforcement of these standards. Remember: be firm, fair and consistent. When dealing with students, consider these items:

1. Never threaten students with consequences that they are unable or unwilling to deliver. Teachers who make these types of threats are setting themselves up for failure. Teachers should clearly spell out consequences and then consistently enforce the consequences.
2. Listen before you discipline. Because the substitute teacher may not have all the information, it is important to listen to the student before disciplining him or her.
3. Never single out a student. No one enjoys being admonished in front of others. Students who are acting inappropriately should be disciplined in a private manner.
4. Avoid talking over students. Gain the attention of all students before beginning class or making announcements.
5. Keep students in the classroom.
6. Limit the number of students out of their seats.
7. Use direct eye contact and physical proximity to discourage student misbehavior.
8. Never argue with a student in front of a class. Students are often empowered by their peer group, therefore, disagreements about grades, etc. should be conducted privately or with a counselor or administrator present.
9. Avoid becoming absorbed with one activity or student. Keep constant eye contact with the other students and circulate frequently around the classroom.

### **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 special needs students with learning. An Individual Education Plan (IEP) is developed for each special needs student 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 special needs students in the classroom. Each special needs student 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 special needs students.

Below are common classifications of special needs students:

#### **Mild Mental Disability (MMD)**

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

#### **Functional Mental Disabilities (FMD)**

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

#### **Hearing Impairment (HI)**

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



### **Visual Impairment (VI)**

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

### **Emotional-Behavioral Disorder (EBD)**

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

### **Specific Learning Disabilities (SLD)**

To receive services in the Specific Learning Disabilities program, a severe aptitude/achievement discrepancy must exist between academic performance and cognitive aptitude. The student receives specially designed instruction only in the specific academic area that the child qualifies such as math, reading, written expression, oral expression or listening comprehension.

Therefore, the student may be in the regular program for much of their day with modification being implemented by both the regular education teacher and the special education teacher.

### **Autism**

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

### **504 Students**

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

## **Emergency Procedures**

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

- I. Evacuation - For use when conditions outside are safer than inside.
  - A. Full Evacuation: When the alarm sounds:
    1. Take the 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 should take sign out sheets and approved pick-up list.
    4. Assist those needing special assistance.
    5. Do not stop for student/staff belongings.
    6. Go to designated area.
    7. Check for injuries.
    8. Take attendance: report according to procedures.
    9. Wait for further instructions.
  - B. Controlled Evacuations: For use when only part of the building can be safely evacuated and will be used following a lockdown (example: hostage situation).
    1. Controlled evacuation should be done in total silence.
    2. 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
  2. Tornado plan posted in each room (use secondary route if primary route is blocked or dangerous).
  3. Take roll book for student accounting.
  4. Take attendance: report according to procedures.
  5. Assist those needing special assistance.
  6. Do not stop for student/staff belongings.
  7. Open all doors.
  8. Remain in safe area until the "all clear" is given.
  9. 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 tire or touch fallen wires.
    5. Be alert for instructions from the site coordinator.

## 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 at all cost.

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 the emergency personnel may occur. The police emergency team will answer questions regarding the actual crisis and the Superintendent/designee will answer questions regarding what is occurring within the school.

## Internet Resources for Substitute Teachers

The following are valuable Internet resources for substitute teachers:

### State Educational Information

Kentucky Department of Education <http://www.kde.state.ky.us>

### Lesson Plan Sites

Ask ERIC Lesson Plans

<http://www.eduref.org/Virtual/Lessons>

Teachers.net Lessons

<http://teachers.net/lessons/posts/posts.htm>

Kathy Schrock's Guide for Educators- Lesson Plans and Thinking Skills

<http://school.discovery.com/schrockguide>

Lesson Plans- Discovery Channel

<http://dsc.discovery.com>

Links to Subject Matter Sites

<http://www.k12imc.org>

CMP Mathematics Education

<http://connectedmath.msu.edu>

The Global Schoolhouse

<http://www.globalschoolnet.org/index.cfm>

The U.S. School Page

<http://www.eyesoftime.com/teacher/index/htm>

Scholastic

<http://www.scholastic.com>

Mr. T's Web Page for Substitute Teachers

<http://mrt.tripod.com>

You Can Handle Them All

<http://www.disciplinehelp.com>

## Useful Books for Substitute Teachers

Mastering the Art of Substitute Teaching. S. Harold Collins 1985. ISBN 0-931 993-02-4, Garlic Press, 1 00 Hillview Lane #2. Eugene, OR 97408. Phone (541) 345-0063. Cost \$8.95 plus shipping and handling.

Classroom Management for Substitute Teachers. S. Harold Collins 1982. ISBN 0-931 993-03-2. Garlic Press, 100 Hillview Lane, Eugene. OR 97408. Phone (541) 345-0063. Cost \$7.95 plus shipping and handling.

Instant Success for Classroom Teachers, New & Substitute Teachers. Barbara Cawthorne 1981

ISBN 0-9606666-0-5, Greenfield Publications. 8720 East Forrest Dr., Scottsdale, AZ 85256. Phone (602) 994-1452. Cost \$8.50 plus shipping and handling.

The Guest Teacher: Being an Effective Substitute Teacher. Barbara L. Goldenhersh & Barbara J. Divins 1997.

ISBN 1-882429-09-5, Substitute Teaching Institute, Utah State University, 8200 University Blvd., Logan, UT 84322-8200. Phone (800) 922-4693. Cost \$10.00 plus shipping and handling.

Substitute Teacher Handbook K-12. ISDN 1-890563-16-1, Substitute Teacher Training Institute, Utah State University, 8200 University Blvd., Logan, UT 84322-8200. Phone (800) 922-4693. Cost \$24.95 plus shipping and handling.

**(All Books Available at Amazon.com)**

## **Substitute Teachers**

### **03.4**

#### **QUALIFICATIONS**

All substitute teachers shall meet background records check requirements (including a letter from the Cabinet for Health and Family Services provided by the individual documenting that the individual does not have an administrative finding of child abuse or neglect in records maintained by the Cabinet) and medical examination requirements as specified in policies 03.11 and 03.111. In addition, substitutes serving in a position on a long-term/extended basis must meet all certification requirements established by the Education Professional Standards Board.

Link to DPP-156 Central Registry Check and more information on the required CA/N check:

<http://manuals.sp.chfs.ky.gov/chapter30/33/Pages/3013RequestfromthePublicforCANChecksandCentralRegistryChecks.aspx>

#### **SUBSTITUTE LIST**

The Superintendent or designee shall maintain a list of qualified substitute teachers. The Superintendent or designee shall engage substitutes from this list. Refusal of assignment as a substitute shall be documented, along with any reason provided.

#### **RETIRED TEACHERS**

Retired teachers may be reemployed as a part-time, temporary, or substitute teacher in keeping with requirements of the Teachers' Retirement System.

#### **LENGTH OF DUTY**

Substitute teachers shall observe the same hours of duty as the regular teacher. The substitute will continue to report for duty until relieved by the Superintendent or designee.

Substitute teachers shall follow daily lesson plans as outlined by the regular teacher and leave a written record of the work completed during their length of duty.

#### **SUBSTITUTE SALARY AND PAYMENT SCHEDULE**

Substitutes shall be paid on a per diem basis according to the salary schedule approved by the Board. The salary schedule may reflect adjustments for long-term/continuous assignment substitutes.

Payment shall be made on the next scheduled payday for substitutes.

#### **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.

Nonrenewal of substitute teachers on limited contracts shall be made in compliance with the requirements of [KRS 161.750](#).

## Substitute Teachers

### **REFERENCES:**

[KRS 17.160](#); [KRS 17.165](#); [KRS 156.106](#); [KRS 160.380](#); [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](#)

### **RELATED POLICIES:**

03.11; 03.111; 03.121

Adopted/Amended: 8/17/2020

Order #: 13,231

# 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 grade book
- Check the teacher's mailbox
- Find out how to report students who are absent or tardy
- Find the location of the restrooms and the teacher's lounge
- Ask the names of the teachers on both sides of your classroom and introduce yourself to them

## In the Classroom Before School

- Put 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 time, lunch periods, and the schedule and routine of the classes
- Locate the school evacuation map. Check for posted fire drill, tornado and other safety related instructions. Read through the lesson plans.
- 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 then enter

## Throughout the School Day

- Greet 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 communications
- 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

# SUBSTITUTE TEACHER DAILY REPORT

SCHOOL \_\_\_\_\_ CLASSROOM TEACHER \_\_\_\_\_

DATE \_\_\_\_\_ GRADE \_\_\_\_\_ SUBSTITUTE TEACHER \_\_\_\_\_

These Students were Absent

The Following Students:

Were Helpful

Disruptive

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments:

\_\_\_\_\_  
\_\_\_\_\_

The Class:

\_\_\_\_\_ was helpful and courteous

\_\_\_\_\_ followed classroom rules

\_\_\_\_\_ worked well on assignments

\_\_\_\_\_ other: \_\_\_\_\_

ASSIGNMENTS NOT COMPLETED:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

ADDITIONAL COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_

NEXT TIME, I WOULD APPRECIATE THE FOLLOWING:

\_\_\_\_\_  
\_\_\_\_\_

SIGNED \_\_\_\_\_

# Substitute Teacher Daily Report

Substitute: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

## Attendance Information

Students who were absent: \_\_\_\_\_

Students who were tardy: \_\_\_\_\_

The following students were helpful: \_\_\_\_\_

off-task: \_\_\_\_\_

disruptive: \_\_\_\_\_

Notes on Assignments/Class Work: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Class: \_\_\_\_\_

## Attendance Information

Students who were absent: \_\_\_\_\_

Students who were tardy: \_\_\_\_\_

The following students were helpful: \_\_\_\_\_

off-task: \_\_\_\_\_

disruptive: \_\_\_\_\_

Notes on Assignments/Class Work: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Class: \_\_\_\_\_

## Attendance Information

Students who were absent: \_\_\_\_\_

Students who were tardy: \_\_\_\_\_

The following students were helpful: \_\_\_\_\_

off-task: \_\_\_\_\_

disruptive: \_\_\_\_\_

Notes on Assignments/Class Work: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Substitute Teacher Report

SUBSTITUTE: \_\_\_\_\_

DATE: \_\_\_\_\_

SUBSTITUTE FOR: \_\_\_\_\_

GRADE: \_\_\_\_\_

To the substitute: Please complete and leave this form in the school office at the end of the day.

1. Were lesson plans adequate and specific? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Was enough work available to keep students busy during the day? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Were you adequately informed of recess times, lunch procedures, dismissal procedures, etc.?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Were students polite, orderly, and attentive? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. List students with whom you had special problems, and identify the problems.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Were you adequately informed of special classes and procedures to take students to and from these classes (Music, Physical Education, Art, etc.)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Volunteers**

### **03.6**

#### **DEFINITION**

Volunteers are persons who do not receive compensation for assisting in school or District programs. Volunteers are encouraged to use their time and effort to support school and District programs. The Superintendent shall develop procedures that encourage volunteers to assist in school and/or District programs and to facilitate effective communication with persons who volunteer.

Teacher education students or students enrolled in an educational institution and who participate in observations and educational activities under direct supervision of a local school teacher or administrator in a public school shall not be considered volunteers.

#### **SUPERVISION**

All volunteers shall provide assistance only under the direction and supervision of a member of the professional administrative and teaching staff.<sup>1</sup>

Volunteers who assist in the District on a scheduled and/or continuing basis shall be provided with the same liability insurance coverage as a District employee and shall be provided with a written task description detailing responsibilities and expectations, as well as specific qualifications that may be required.

#### **RECORDS CHECK**

The District shall conduct, at District expense, a state criminal records check on all volunteers who have contact with students on a regularly scheduled and/or continuing basis, or who have supervisory responsibility for children at a school site or on school-sponsored trips.

Pursuant to [KRS 160.380](#), the Superintendent/designee also may require volunteers to submit to a state and national criminal (fingerprint) history background check and to provide a clear CA/N check. With prior approval of the Superintendent/designee, the background checks will be conducted at District expense. Otherwise, except as stated previously, the volunteer must pay for the background checks.

No volunteer shall be utilized to supervise students, or deemed to have the authority to supervise students, unless the volunteer has been designated to supervise students by the Principal and approved by the Superintendent/designee, and the volunteer has undergone the required records check.

Link to DPP-156 Central Registry Check and more information on the required CA/N check:

<http://manuals.sp.chfs.ky.gov/chapter30/33/Pages/3013RequestfromthePublicforCANChecksandCentralRegistryChecks.aspx>

#### **WORK-BASED SITE SUPERVISORS**

Work-based learning site supervisors are considered volunteers. Pursuant to [KRS 160.380](#) and [KRS 161.148](#), prior to being assigned to supervise a student for more than one (1) day in a work-based learning experience, the site supervisor shall have undergone a state criminal background check either as required by their employer at time of employment or within the past twelve (12) months, whichever is the more recent.

## Volunteers

### **ORIENTATION**

The Superintendent/designee shall develop orientation materials to be provided to all volunteers who have contact with students on a regularly scheduled or continuing basis. These materials shall include, but not be limited to, pertinent policies and safety and emergency procedures.

### **REFERENCES:**

[<sup>1</sup>KRS 161.148](#)  
[KRS 160.380](#)  
[KRS 161.044](#)

### **RELATED POLICIES:**

03.5  
08.113; 08.1131

Adopted/Amended: 8/12/2019  
Order #: 13,084

RACELAND-WORTHINGTON INDEPENDENT SCHOOLS  
100 RAMS BOULEVARD  
RACELAND, KENTUCKY 41169

2021-2022

SUBSTITUTE SALARY SCHEDULE

DAILY BASIS

Years Experience	0-3	4-9	10+
<u>RANK I</u>	87.00	88.00	89.00
<u>RANK II</u>	86.00	87.00	88.00
<u>RANK III</u>	85.00	86.00	87.00
<u>RANK IV</u>	71.00	72.00	73.00
<u>RANK V</u>	65.00	66.00	67.00

AFTER 10 CONSECUTIVE DAYS IN THE SAME POSITION THE SUBSTITUTE TEACHER WOULD REVERT TO THE REGULAR SALARY SCHEDULE. ANY BREAK IN CONTINUITY OR CHANGES IN POSITIONS, THE SUBSTITUTE WILL BE PAID ON THE BASIS OF THE SUBSTITUTE SALARY SCHEDULE.