

SUBSTITUTE TEACHER AND  
INSTRUCTIONAL AIDE  
HANDBOOK



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# **Substitute Teacher and Instructional Aide Handbook**

Hancock County Schools

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As required by law, the Board of Education does not discriminate on the basis of race, color, national or ethnic origin, age, religion, sex (including sexual orientation or gender identity), genetic information, disability, or limitations related to pregnancy, childbirth, or related medical conditions in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designated youth groups.

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# Introduction

## Welcome

Thank you for filling the important role of substitute teacher in the Hancock County Schools. We welcome you as an important instructional partner.

Substitute teaching is a challenging task. From frequent early morning calls, to spending your working day in new and different situations with very little time to prepare, your resourcefulness and organizational skills will be tested. Our community expects the best for the students, including a chance to work with caring and skilled adults, and you have been chosen as one of those individuals.

The purpose of this handbook is to acquaint you with policies and procedures of the Hancock County Schools that govern and affect your employment as a substitute teacher and give you some basic information that will better allow you to serve the children in a skilled, professional manner.

This handbook is not intended to be, and should not be interpreted as, a contract or a source of any claim or expectation to employment as a substitute. It is not an all-encompassing document and may not cover every possible situation or unusual circumstance. If a conflict exists between information in this handbook and Board policy or administrative procedures, the policies and procedures govern.

Some policies may be associated with specific forms. It is the substitute employee's responsibility to refer to the actual policies and/or administrative procedures for further information.

Copies of specific documents are available at the Central Office and in the Principal's office. Employees and students who fail to comply with Board policies may be subject to disciplinary action. Policies and procedures also are available online via the District's web site or through this Internet address:

<http://policy.ksba.org/h01/>

Substitutes are expected to be familiar with policies related to his/her job responsibilities. **01.5**

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

In this handbook, **bolded numerical codes** refer to the Board policy or administrative procedure that addresses a particular item. Substitute employees with questions should contact the school Principal or designee.

## Vision

Learning Today...Leading Tomorrow

## District Mission

The mission of the Hancock County School System is to embody the principles and practices of a champion organization as we prepare students for college, career, and life. In the preparation of our students for success, we are committed to instilling & conducting ourselves with integrity, service, quality, and trust.

## Future Policy Changes

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

## Central Office Personnel and School Administrators

Person/Address	Telephone/E-mail	Fax
Superintendent Robby Asberry 83 State Route 3543 Hawesville, KY 42348	(270) 927-6914 <a href="mailto:robby.asberry@hancock.kyschools.us">robby.asberry@hancock.kyschools.us</a>	(270) 927-6916
Nick Boling Assistant Superintendent of Student Services	(270) 927-6914 <a href="mailto:nick.boling@hancock.kyschools.us">nick.boling@hancock.kyschools.us</a>	(270) 927-6916
Robin Poynter Assistant Superintendent of Instruction and Assessment	(270) 927-6914 <a href="mailto:robin.poynter@hancock.kyschools.us">robin.poynter@hancock.kyschools.us</a>	(270) 927-6916
Joey Minton Director of District-wide Programs & Personnel	(270) 927-6914 <a href="mailto:joey.minton@hancock.kyschools.us">joey.minton@hancock.kyschools.us</a>	(270) 927-6916
Aleta Sisk Director of Special Education 504 Coordinator	(270) 927-6914 <a href="mailto:aleta.sisk@hancock.kyschools.us">aleta.sisk@hancock.kyschools.us</a>	(270) 927-6916
Tina Baize Personnel/Benefits Coordinator	(270) 927-6914 <a href="mailto:tina.baize@hancock.kyschools.us">tina.baize@hancock.kyschools.us</a>	(270) 927-6916

<b>Person/Address</b>	<b>Telephone/E-mail</b>	<b>Fax</b>
Principal Ginger Estes Hancock County High School 80 State Route 271 South Lewisport, KY 42351	(270) 927-6953 <a href="mailto:ginger.estes@hancock.kyschools.us">ginger.estes@hancock.kyschools.us</a>	(270) 927-8677
Principal Traci Sanders Hancock County Middle School 100 State Route 271 South Lewisport, KY 42351	(270) 927-6712 <a href="mailto:traci.sanders@hancock.kyschools.us">traci.sanders@hancock.kyschools.us</a>	(270) 927-9895
Principal Jacob Bryant North Hancock Elementary 330 Frank Luttrell Road Lewisport, KY 42351	(270) 927-7900 <a href="mailto:jacob.bryant@hancock.kyschools.us">jacob.bryant@hancock.kyschools.us</a>	(270) 295-6332
Principal Jennifer Howe South Hancock Elementary 8631 State Route 69 Hawesville, KY 42348	(270) 927-6762 <a href="mailto:jennifer.howe@hancock.kyschools.us">jennifer.howe@hancock.kyschools.us</a>	(270) 927-9400

# School Calendar

## Hancock County Public Schools 2024-2025 Instructional Calendar Option 1 -168 Day

### Black numerals – School in session

### Red numerals – No School for students

**August 2024**

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

Aug 26 – First Day for Students

**September 2024**

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

Sept 2-Labor Day

**October 2024**

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

Oct 7-11-Fall Break

**November 2024**

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

Nov 5-Elec Day  
Nov 27-29-Thanksgiving

**December 2024**

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

Dec 20-31 – Christmas Break

**January 2025**

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

Jan 1-3-Christmas Break  
Jan 20-MLK Day

**February 2025**

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

Feb. 17 President's Day  
(Possible Make up Day)

**March 2025**

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

March 31-April 4 Spring Break

**April 2025**

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

Mar 31-April 4 Spring Break

**May 2025**

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

May 23 Students Last Day



\*\*See next page for missed days make up schedule\*\*

## 2024-2025 HANCOCK COUNTY SCHOOL SYSTEM CALENDAR

Thursday, August 15	ALL TEACHER/STAFF WORK DAY
Monday-Thursday, August 19-22	ALL TEACHER/STAFF WORK DAYS
Friday, August 23	Opening Day For Teachers/Staff
Monday, August 26	First Day for Students
Monday, September 2	No School - Labor Day
Monday, October 7	No School - Flex Professional Development Day
Monday – Friday, October 7-11	No School - Fall Break
Tuesday, November 5	No School-Election Day
Wednesday, November 27	No School – Flex Professional Development Day
Thursday, Friday November 28 and 29	No School - Thanksgiving Break
Friday, December 20	Students Last Day before Christmas Break
Monday, December 23	No School- Flex Professional Development Day
December 23 – January 3	No School - Christmas Break
Monday, January 6	Students First Day Back after Christmas Break
Monday, January 20	No School - Martin Luther King Jr. Day
Monday, February 17	No School - Presidents Day (possible make up day)
Monday, March 31	No School - Flex Professional Development Day
Monday – Friday, Mar 31- April 4	No School - Spring Break
Monday, April 7	Students Return from Spring Break
Friday, May 23	Last Day for Students (This date is subject to change)
Tuesday, May 27	Closing Day for Teachers/Staff

**Missed school days will be made up using the following schedule:**

Missed School Day	Make Up Day
1st-10th	NTI
11th	February 17, 2025
12th	May 27, 2025
13th	May 28, 2025
14th	May 29, 2025
15th	May 30, 2025

**NOTE:**

After the 15<sup>th</sup> day, the Hancock County Board of Education will meet to decide how additional days will be made up in the instructional calendar.

## Section

# 1

## Terms of Employment

### Equal Opportunity Employment

As required by Title IX, the District does not discriminate on the basis of sex regarding admission to the District or in the educational programs or activities operated by the District. Inquiries regarding Title IX Sexual Harassment may be referred to the District Title IX Coordinator (TIXC), the Assistant Secretary for Civil Rights, or both.

Our school system is an Equal Opportunity Employer. The District does not discriminate on the basis of race, color, religion, sex (including sexual orientation or gender identity), genetic information, national or ethnic origin, political affiliation, age, disabling condition, or limitations related to pregnancy, childbirth, or related medical conditions.

Reasonable accommodation for individuals with disabilities or limitations related to pregnancy, childbirth, or related medical conditions will be provided as required by law.

If you have questions concerning District compliance with state and federal equal opportunity employment laws, contact Tina Baize or Joey Minton at the Central Office. **03.113/03.212**

### Harassment/Discrimination/Title IX Sexual Harassment

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

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

No employee will be subject to any form of reprisal or retaliation for having made a good-faith complaint under this policy. For complete information concerning the District's position prohibiting harassment/discrimination, assistance in reporting and

responding to alleged incidents, and examples of prohibited behaviors, employees should refer to the District's policies and related procedures. **03.162/03.262/09.42811**

The following have been designated to handle inquiries regarding nondiscrimination under Title IX and Section 504 of the Rehabilitation Act of 1973 and Title IX Sexual Harassment/Discrimination:

**Title IX Coordinator (TIXC): Nick Boling**

Office Address: 83 State Route 3543, Hawesville, KY 42348

Office Email: [nick.boling@hancock.kyschools.us](mailto:nick.boling@hancock.kyschools.us)

Office Phone: (270) 927-6914

**504 Coordinator: Aleta Sisk**

Office Address: 83 State Route 3543, Hawesville, KY 42348

Office Email: [aleta.sisk@hancock.kyschools.us](mailto:aleta.sisk@hancock.kyschools.us)

Office Phone: (270) 927-6914

**01.1**

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the TIXC, or by any other means that results in the TIXC receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the TIXC. **09.428111**

Title IX Sexual Harassment Grievance Procedures are located on the District Website.

Employees wishing to initiate a complaint concerning discrimination in the delivery of benefits or services in the District's school nutrition program should go to the link below or mail a written complaint to the U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington D.C. 20250-9410, or email, [program.intake@usda.gov](mailto:program.intake@usda.gov).

[http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html)

**07.1**

**Criminal Background Checks**

All substitute teachers hired by the District must have both a state and a federal criminal history background check and a letter (CA/N check) from the Cabinet for Health and Family Services provided by the individual documenting the individual does not have an administrative finding of child abuse or neglect in records maintained by the Cabinet.

**03.4**

An employee shall report to the Superintendent if the employee has been found by the Cabinet for Health and Family Services to have abused or neglected a child, and if the employee has waived the right to appeal such a substantiated finding or the finding has been upheld upon appeal. **3.11/03.21**

The program and user instructions are on the Kentucky Online Gateway (KOG): <https://kog.chfs.ky.gov/home/>.

## **Medical Examinations**

All newly employed certified personnel, including substitute teachers, shall present documentation of a medical examination performed by a licensed physician, physician assistant (PA), or Advanced Practice Registered Nurse (APRN) or by a licensed medical practitioner of the employee's choice. Medical examinations performed within a ninety (90)-day period prior to initial employment will be accepted.

Unless otherwise provided in Board policy, the cost of the medical examination must be borne by the employee.

The initial medical examination shall include a risk assessment for tuberculosis and shall be documented as required by Kentucky Administrative Regulation. **03.111/03.211**

## **Performance of Duties**

All employees are expected to use sound judgment in the performance of their duties and take reasonable and commonly accepted measures to protect the health, safety, and well-being of others, as well as District property. In addition, employees shall cooperate fully with all investigations conducted by the District as authorized by policy or law. **03.133/03.233**

## **Supervision of Students**

Each teacher and administrator shall hold pupils to a strict account for their conduct on school premises, on the way to and from school, and on school-sponsored trips and activities.

While at school or during school-related or school-sponsored activities, students must be under the supervision of a qualified adult at all times. As is the case with all District employees, you are required to assist in providing appropriate supervision and correction of students. **09.221**

Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following District policy requirements for intervening and reporting to the Principal or to their immediate supervisor those situations that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party, on school premises, on school-sponsored transportation (per policies 06.34 and 09.2261), or at school sponsored events.

The Student Discipline Code shall specify to whom reports of alleged instances of bullying or hazing shall be made. **03.162/06.34/09.2261/09.422/09.42811**

## Bullying/Hazing

"Bullying" is defined as any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or
2. That disrupts the education process.

"Hazing" is defined as a direct action which substantially endangers the physical health of a minor or student for the purpose of recruitment, initiation into, affiliation with, or enhancing or maintaining membership or status within any organization, including but not limited to actions which coerce or force a minor or a student to:

- a) Violate federal or state criminal law;
- b) Consume any food, liquid, alcoholic liquid, drug, tobacco product, or other controlled substance which subjects the minor or student to a risk of serious physical injury;
- c) Endure brutality of a physical nature, including whipping, beating or paddling, branding, or exposure to the elements;
- d) Endure brutality of a sexual nature; or
- e) Endure any other activity that creates a reasonable likelihood of serious physical injury to the minor or student.

"Organization" is defined as a number of persons who are associated with a school or postsecondary education institution and each other, including a student organization, fraternity, sorority, association, corporation, order, society, corps, club, or similar group and includes any student organization registered pursuant to policies of the school or postsecondary education institution at any time during the previous five (5) years. **09.422**

## Confidentiality

In certain circumstances employees will receive confidential information regarding students' or employees' medical, educational or court records. Employees are required to keep student and personnel information in the strictest confidence and are legally prohibited from passing confidential information along to any unauthorized individual.

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

*Access to be Limited*

Employees may only access student record information in which they have a legitimate educational interest. **03.111/03.211/09.14/09.213/09.43**

Both federal law and Board policy prohibit employees from making unauthorized disclosure of, using, or disseminating personal information regarding minors over the Internet. **08.2323**

### **Information Security Breach**

Information security breaches shall be handled in accordance with KRS 61.931, KRS 61.932, and KRS 61.933 including, but not limited to, investigations and notifications.

Within seventy-two (72) hours of the discovery or notification of a security breach, the District shall notify the Commissioner of the Kentucky State Police, the Auditor of Public Accounts, the Attorney General, and the Education Commissioner. **01.61**

### **Reasonable Assurance**

Substitute teachers on the District's substitute list shall be notified in writing by the last day of school each year as to whether they have reasonable assurance of continued employment for the following school year. **03.4**

### **Salaries**

Substitutes are paid on a per diem basis according to a schedule approved annually by the Board. The salary schedule may reflect adjustments for long-term/continuous assignments **03.4**

Paychecks shall be issued according to a schedule approved by the Board of Education. **03.121**

It is recommended that substitute teachers maintain a personal record of days worked by location and date to enable them to confirm that they are paid correctly. If you have any questions concerning your pay, please call Lanette Bell at the Central Office.

### **Payroll Deductions**

Substitutes are subject to payroll deductions required by law. Mandatory deductions include state and federal taxes, deductions required by the Teachers' Retirement System of the State of Kentucky or County Employees Retirement System as applicable, deductions required as a result of judicial process, and Medicare (FICA).

## Section

# 2

## General Information

### Substitute System Frontline Absence Management (formerly AESOP)

Approved substitute teachers will be placed in the Absence Management electronic notification system. Each substitute can utilize the system via the telephone or on a computer with Internet access. Substitutes manage – accept or decline positions, using the Absence Management system. Both substitutes and teachers can rank their experiences using this system.

When a substitute is needed, Absence Management will make the contact.

### Length of Assignment

Substitutes are called to serve for a certain time frame and, when possible, the same substitute may be used when a teacher is to be absent on consecutive days.

A substitute is expected to follow the same hours of duty and fulfill the same assignments as the regular teacher. **03.4**

### School Day

Students		Substitute Arrival	
Elementary	8:05 a.m. - 3:15 p.m.	Elementary	7:35 a.m. - 3:25 p.m.
Middle	8:05 a.m. - 3:15 p.m.	Middle	7:35 a.m. - 3:25 p.m.
High	8:05 a.m. - 3:15 p.m.	High	7:35 a.m. - 3:25 p.m.

Substitutes are not allowed to leave their job assignments during duty hours without the express permission of the Principal/designee.

When possible, substitutes shall be on duty no later than thirty (30) minutes before students are scheduled to arrive and shall remain in the building at least twenty (20) minutes after the dismissal time for students. **03.1332**

Substitutes working on an extended assignment shall attend meetings called by the Superintendent, building Principals, Supervisors or their designees. Absence from staff meetings must have approval of the administrator who called the meeting. **03.1335**

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## **Emergency Closings**

In case of inclement weather or other emergencies that cause school to be called off or delayed, information will be broadcast on designated radio and TV stations. Substitutes are responsible for checking for these announcements. **06.21/08.33**

## **Lesson Plans**

Substitute teachers shall follow daily lesson plans as outlined by the regular teacher and shall leave a written record of the work completed during their length of duty. **08.212**

If no lesson plan has been left, the substitute shall confer with the Principal, team leader, or a fellow teacher as to how to proceed. If the assignment is to span more than one (1) day, the substitute should request from the Principal the basic format s/he is required to follow in developing a plan for the second and subsequent days.

## **Classroom Management**

Although the following general classroom management guidelines are not intended to be all-encompassing, substitutes are expected to follow them unless otherwise directed by the school administrator:

- Be prepared to make adjustments for any unusual changes in school schedules such as fire drills, altered class schedules or activities for the day. Each room in the school has emergency procedures posted or otherwise made available in case of fire, earthquake, tornado, lockdown or other potentially dangerous situations. Look for this information and review it prior to the beginning of the school day.
- It is the responsibility of the substitute teacher to check with the Principal/designee to determine if any of the day's assigned students have accommodations under an Individual Education Plan (IEP) or 504 plan and implement plan provided.
- Implement drill/evacuation plans.
- Display your name where it can easily be seen by all students. Take time before beginning lessons to tell the class briefly and professionally about yourself.
- Let the class know that you will try to follow the normal classroom routine, but also let them know that everyone does things somewhat differently.
- Ask the students questions: their names, classroom rules/procedures. The time spent getting oriented and becoming familiar with the class may make a difference later in the school day.
- Keep a positive attitude. Be positive in your remarks to students. When you are circulating around the room (a proven and effective management technique) comment to students on task.
- Try to be sensitive to differences.

- Any unusual requests from parents or students should be handled by the Principal/designee.
- Correct the day's work when possible. Organize any student papers and label them clearly.
- Write a complete, succinct review of the day's activities. Be sure to indicate portions of the lesson plan that may not have been completed. Mention individual students who may have been particularly helpful; list any problems that may have arisen.
- Leave the classroom in good order.
- Substitutes teachers shall not do the following:
  - Make/take personal phone calls during class time, text;
  - Use the Internet for personal use; or
  - Engage in personal tasks such as reading, knitting, etc.

## **Evaluation of Substitutes**

The Principal or regular teacher will complete a substitute evaluation form as required by Board policy and/or District or school procedure. This form is built into the Absence Management program. Teachers also complete preferred substitute lists based on performance of substitutes in their classrooms.

## **What if . . .**

Unexpected activities can be experienced during a school day and substitute teachers need to be prepared to handle all situations. Following is information about the District's procedures for several drills, lockdowns, and other emergencies. It is the responsibility of the substitute to identify the specific directions that apply to the room/area in which s/he is teaching.

### **FIRE**

Faculty/staff shall:

1. Post in each room and discuss with each class rules for fire evacuation, including student responsibilities. These will include directions on the exits, alternative exits, and the outdoor evacuation area(s).
2. Close all classroom windows and doors before leaving.
3. Turn off all lights and gas jets in the room.
4. Maintain order during the evacuation and arrange assistance for students with disabilities.

5. Take roll book and check roll when the class is in its evacuation area. No person is to remain in the building during a fire drill.
6. Report to the Principal any student who is missing. **05.41 AP.1**

**BOMB THREAT**

The faculty and staff shall:

1. Post in each room and discuss with each class rules for bomb threat evacuation, including student responsibilities. These will include directions on the designated exits, alternative exits, assigned evacuation area(s), and designated safety precautions such as a ban on cell phone or radio use during a bomb threat drill or evacuation.
2. If a written bomb threat is received, the employee receiving it should preserve it for investigation by the police for possible fingerprints by handling it as little as possible while placing it in a protective envelope. Report it to the Principal/designee ASAP
3. Maintain order during the evacuation and arrange for the assistance of students with disabilities. Leave doors and windows open.
4. Scan the area noting any items that appear to be out of place, and report same to Principal/designee. Do not touch or move any unusual items, but notify the head of the search team.
5. Take roll book and check roll when the class is in its evacuation area. Other than adults authorized to check the premises, no person is to remain in the building during a bomb threat or bomb threat drill.
6. Report to the Principal any student who is missing. **05.43 AP.1**

The faculty and staff shall:

1. Utilize designated safe areas during a tornado/severe weather drill or warning. These are posted in each classroom.
2. Instruct students in the procedures to be used during a tornado/severe weather drill, watch, or warning.
3. Maintain order during the drill, watch, or warning and arrange assistance for students with disabilities.
4. Require students to use one of the following positions, as appropriate:
  - a. Rest on knees, lean forward, cover face by crossing arms above face.
  - b. Sit on floor, cross legs, cover face with folded arms.
  - c. If space does not permit use of the first or second suggested position, stand and cover face with crossed arms. Wraps or coats, when readily available, should be used as a covering.

5. Remain in the assigned safety area with students until the all-clear signal or recall signal is given.
6. Report to the Principal any student who is missing. **05.42 AP.1**

**EARTHQUAKES**

Faculty/staff shall post in each room and discuss with each class rules for earthquake preparedness, including student responsibilities; maintain order during the drill or quake and arrange for the assistance of students with disabilities; and report to the Principal any student who is missing.

If indoors

1. Drop and take cover under desks, tables, or other heavy furniture, in interior doorways or narrow halls, or against weight-bearing inside walls.
2. Stay away from windows, light fixtures, and suspended objects.
3. Under no circumstances should persons rush through or outside the building, exposing themselves to falling debris, live wires, etc.
4. After the tremors have ceased, evacuate the building and move all personnel to safe areas.

If outdoors

1. As appropriate, move away from building.
2. Avoid utility poles and over-head wires.
3. Do not enter any building that has sustained damage until competent personnel have examined the building and declared it safe.

Before students and staff are permitted to re-enter a building, the building must be checked for structural soundness, including but not limited to, the integrity of electrical wiring, heating and fuel systems, and water distribution.

## Section

## 3

## Employee Conduct

### Gifts

Any gift presented to a school employee for the school's use must have the prior approval of the Superintendent/designee. After approval and acceptance, gifts become the property of the Board of Education. **03.1322/03.2322**

### Political Activities

Employees shall not promote, organize, or engage in political activities while performing their duties or during the work day. Promoting or engaging in political activities shall include, but not be limited to, the following:

- Encouraging students to adopt or support a particular political position, party, or candidate; or
- Using school property or materials to advance the support of a particular political position, party, or candidate. **03.1324/03.2324**

In addition, KRS 161.164 prohibits employees from taking part in the management of any political campaign for school board.

### Employee Religious Expression

The District shall not punish or prohibit an employee from, or punish an employee for, engaging in private religious expression otherwise protected by the First Amendment to the United States Constitution absent a showing that the employee has engaged in actual coercion. **03.13241**

### Disrupting the Educational Process

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

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

- Conduct that threatens the health, safety or welfare of others;
- Conduct that may damage public or private property (including the property of staff or visitors);
- Illegal activity;

- Conduct that interferes with a student's access to educational opportunities or programs, including ability to attend, participate in, and benefit from instructional and extracurricular activities; or
- Conduct that disrupts delivery of services, completion of work responsibilities or interferes with the orderly administration of District activities or operations. **03.1325/03.2325**

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

### **Drug-Free/Alcohol-Free Schools**

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

1. Alcoholic beverages;
2. Controlled substances, prohibited drugs and substances, and drug paraphernalia; and or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by federal regulation.
3. Substances that "look like" a controlled substance. In instances involving look-alike substances, there must be evidence of the employee's intent to pass off the item as a controlled substance.

In addition, employees shall not possess prescription drugs for the purpose of sale or distribution.

Any employee who violates the terms of the District's drug-free/alcohol-free policies may be suspended, nonrenewed or terminated. Violations may result in notification of appropriate legal officials.

Any employee convicted of any criminal drug statute involving use of alcohol, illicit drugs, prescription drugs, or over-the-counter drugs shall, within five (5) working days after receiving notice of a conviction, provide notification of the conviction to the Superintendent.

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

Any school employee who knows or has reasonable cause to believe that a person has violated KRS 158.155 shall immediately report any use, possession, or sale of a controlled substance, or who receives information from a student or other person of conduct which is required to be reported, shall immediately cause a report to be made to the District's law enforcement agency and either the local law enforcement agency or the Kentucky State Police **03.13251/09.423**

## **Weapons**

Except where expressly and specifically permitted by Kentucky Revised Statute, carrying, bringing, using or possessing any weapon or dangerous instrument in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Except for School Resource Officers (SROs) as provided in KRS 158.4414, and authorized law enforcement officials, including peace officers and police as provided in KRS 527.070 and KRS 527.020, the Board prohibits carrying concealed weapons on school property. Staff members who violate this policy are subject to disciplinary action, including termination.

Employees who know or believe that this policy has been violated must promptly make a report to the local police department, sheriff, or Kentucky State Police. **05.48**

## **Use of School Property**

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

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

Employees may not use any District facility, vehicle, electronic communication system, equipment, or materials to perform outside work. These items (including security codes and electronic records such as e-mail) are District property. **03.1321/03.2321**

## **Use of Personal Cell Phones/Telecommunication Devices**

Due to privacy concerns, and except for emergency situations, personally owned recording devices are not to be used to create video or audio recordings or to take pictures while on duty or working with students except with prior permission from the Principal/designee or immediate supervisor. Such devices include, but are not limited to, personal cell phones and tablets.

For exceptions, see Board Policies **03.13214/03.23214**.

## **Health, Safety and Security**

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

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

The District shall follow established timelines in policy when making oral reports to the Kentucky Labor Cabinet to report employee fatalities, amputations, hospitalizations, including hospitalization resulting from a heart attack, or the loss of an eye.

File a report	After Hours Hotline
(502) 564-3070	(800) 321-6742

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

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

### **Automated External Defibrillators (AEDs)**

The District shall maintain AEDs in designated locations throughout the District. An AED shall be used in emergency situations warranting its use in accordance with procedures established by the Superintendent/designee. Expected users documented as having completed required training shall be authorized to use a defibrillator. **05.4**

### **Assaults and Threats of Violence**

Employees should immediately report any threats they receive (oral, written or electronic) to their immediate supervisor. A “threat” shall refer to a communication made by any means, including, but not limited to, electronic and/or online methods.

Per KRS 158.155, any school employee who knows or has reasonable cause to believe that a person has made threats or plans of violence which are intended to target a school or students or who knows that a firearm is present on school property in violation of KRS 527.070, shall immediately cause a report to be made to the District’s law enforcement agency and either to the local law enforcement agency or to the Kentucky State Police.

Any school employee shall immediately report to the District's law enforcement agency and to either the local law enforcement agency or to the Kentucky State Police any act which the employee has a reasonable cause to believe has occurred on school property or at a school-sponsored or sanctioned event involving:

- a. Assault resulting in serious injury;
- b. A sexual offense;
- c. Kidnapping;
- d. Assault with the use of a weapon;
- e. Possession of a firearm or deadly weapon in violation of the law;
- f. The use, possession, or sale of a controlled substance in violation of the law;  
or
- g. Damage to property.

Any school employee who receives information from a student or other person of conduct which is required to be reported, shall report the conduct to the District's law enforcement agency and to either the local law enforcement agency or to the Kentucky State Police. **09.425**

Substitute teachers should consult with the Principal/designee when serious incidents occur to make sure that students are disciplined consistent with the School Code of Acceptable Behavior and Discipline and related policy and procedures.

## **Civility**

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

In cases involving physical attack of an employee or immediate threat of harm, employees should take immediate action to protect themselves and others. In the absence of an immediate threat, employees should attempt to calmly and politely inform the individual of the provisions of Policy **10.21** or provide him/her with a copy. If the individual continues to be discourteous, the employee may respond as needed, including, but not limited to: ending the call; ending a meeting; asking the individual to leave the school; calling the site administrator/designee for assistance; and/or calling the police.

As soon as possible after any such incident, employees should submit a written incident report to their immediate supervisor. **10.21**



## **Tobacco, Alternative Nicotine Product, or Vapor Product**

The use of any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 is prohibited for all persons and at all times on or in all property, including any vehicle, that is owned, operated, leased, or contracted for use by the Board and while attending or participating in any school-related student trip or student activity and is in the presence of a student or students.

School employees shall enforce the policy. A person in violation of this policy shall be subject to discipline or penalties as set forth by Board. **03.1327/03.2327**

Students shall not be permitted to use or possess any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 on or in all Board property at all times, including any vehicle owned, operated, leased, or contracted for use by the Board and while participating in any school-related trip or student activity.

If a student under the age of twenty-one violates this policy, then the District will confiscate the alternative nicotine products, tobacco products, or vapor products. **09.4232**

## **Acceptable Use of Technology**

The Board supports reasonable access to various information formats for students, employees and the community and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner as required by policy and related procedures, which apply to all parties who use District technology. Certified employees are required to follow Board policy and administrative procedures and guidelines designed to provide guidance for access to electronic media.

If you have questions about what constitutes acceptable use, please check with the Principal/designee. **08.2323**

## **Materials Used with Students**

All materials presented for student use or viewing shall be reviewed by the teacher before use. Exceptions shall be current events programs and programs provided by Kentucky Educational Television.

Unless the Principal grants an exception based on documentation that the entire video is directly related to the content being taught, rather than showing an entire film, only clips of videos shall be used to highlight core content concepts. **08.234**

## **Controversial Issues**

Teachers are expected to exercise reasonable and prudent judgment in the selection and use of materials and discussion of issues in their classrooms. All classroom materials shall be current, relevant, and significant to the instructional program. Materials shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students.



Neither issues nor materials that have a potentially disruptive effect on the educational process shall be discussed or chosen. Teachers who suspect that materials or a given issue may be inconsistent with this policy shall confer with the Principal prior to the classroom use of the materials or discussion of the issue. If the Principal is in doubt, s/he shall confer with the Superintendent. **08.1353**

### **Search and Seizure**

Unless otherwise permitted by policy 09.436, only those certified personnel directly responsible for the conduct of the pupil or the Principal, or Assistant Principal of the school the student attends are authorized to search the student's person or his or her personal effects. Before a student's outer clothing, pockets, or personal effects (e.g., handbags, backpacks, etc.) are searched, there must be reasonable grounds to believe the search will reveal evidence that the student has violated or is violating either a school rule or the law or possesses an item harmful to the school and its students. Search of a pupil's person shall be conducted only with the express authority of the Principal.

Unless otherwise permitted by Policy **09.436**, no search of a pupil shall be conducted in the presence of other students. No strip searches of students shall be permitted. **09.436**

### **Child Abuse**

Any school personnel who knows or has reasonable cause to believe that a child under eighteen (18) is dependent, abused or neglected, or a victim of human trafficking, or is a victim of female genital mutilation shall **immediately** make an oral or written report, including but not limited to electronic submission to a local law enforcement agency, the Cabinet for Health and Family Services or its designated representative, the Commonwealth's or County Attorney.

After making that report, the employee shall then immediately notify the Principal of the suspected abuse. If the Principal is suspected of child abuse, the employee shall notify the Superintendent/designee.

Upon notification, the Principal or the Superintendent/designee shall facilitate the cooperation of the school with the investigation of the report. Any person who knowingly causes intimidation, retaliation, or obstruction in the investigation of the report shall be guilty of a Class A misdemeanor.

Teachers and instructional assistants, employed by the District, shall complete Board selected training on child abuse and neglect prevention, recognition and reporting within ninety (90) days of being hired, and then every two (2) years thereafter. **09.227**

**Reporting telephone numbers:**

Social Services	270-651-0287
Police	270-927-6247
State Police	270-685-3927
County Attorney	270-927-8779

**Corporal Punishment**

Employees shall not utilize corporal punishment as a penalty or punishment for student misbehavior. Corporal punishment shall refer to the deliberate infliction of physical pain on a student by any means. **09.433**

**Use of Physical Restraint and Seclusion**

Use of physical restraint and seclusion shall be in accordance with Board policy and procedure. **09.2212**

**Retention of Recordings**

Employees shall comply with the statutory requirement that school officials are to retain any digital, video, or audio recording as required by law. **01.61**

**Required Reports**

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

- Within seventy-two (72) hours of the discovery or notification of a security breach, the District shall notify the Commissioner of the Kentucky State Police, the Auditor of Public Accounts, the Attorney General, and the Education Commissioner. **01.61**
- An employee shall report to the Superintendent if the employee has been found by the Cabinet for Health and Family Services to have abused or neglected a child, and if the employee has waived the right to appeal such a substantiated finding or the finding has been upheld upon appeal. **03.11**
- Report to the immediate supervisor damaged, lost, stolen, or vandalized school property or if District property has been used for unauthorized purposes. **03.1321/03.2321**
- If you have been authorized to use such measures, notify the Principal as soon as possible when you use seclusion or physical restraint with a student, but no later than the end of the school day on which it occurs, and document in writing the incident by the end of the next school day. **09.2212**

- Any school employee who knows or has reasonable cause to believe that a person has violated KRS 158.155 shall immediately report any use, possession, or sale of a controlled substance, or who receives information from a student or other person of conduct which is required to be reported, shall immediately cause a report to be made to the District's law enforcement agency and the local law enforcement agency or the Kentucky State Police **03.13251/03.23251/09.423**
- Upon the request of a victim, school personnel shall report an act of domestic violence and abuse or dating violence and abuse to a law enforcement officer. School personnel shall discuss the report with the victim prior to contacting a law enforcement officer.  
  
School personnel shall report to a law enforcement officer when s/he has a belief that the death of a victim with whom s/he has had a professional interaction is related to domestic violence and abuse or dating violence and abuse. **03.13253/03.23253/09.425**
- Immediately report to Principal after sustaining a work-related injury or accident and also report potential safety or security hazards to the Principal. **03.14/03.24/05.4**
- Report to the Principal/immediate supervisor or the District's Title IX Coordinator if you, another employee, a student, or a visitor to the school or District is being or has been subjected to harassment or discrimination. **03.162/09.42811**
- Employees who believe or have been made aware that they or any other employee, student, or visitor has been subject to Title IX Sexual Harassment shall report it to the TIXC. Failure to make such a report shall be grounds for discipline up to and including termination. If the knowledge of the reporting party gives rise to reasonable cause to believe that the reported conduct constitutes child abuse Policy **09.227** or a reportable criminal offense Policy 09.221, notification of state officials shall be made as required by law. **03.1621/03.2621/09.428111**
- If you suspect that financial fraud, impropriety or irregularity has occurred, immediately report those suspicions to Principal or the Superintendent. If the Superintendent is the alleged party, employees should address the complaint to the Board chairperson. **04.41**
- Report to the Principal any student who is missing during or after a fire/tornado/severe weather/bomb threat drill or evacuation. **05.41 AP.1/05.42 AP.1/05.43 AP.1/05.47 AP.1**
- When notified of a bomb threat, scan the area noting any items that appear to be out of place, and report same to Principal/designee. **05.43 AP.1**

- If you know or believe that the District's weapon policy has been violated, promptly make a report to the local police department, sheriff, or Kentucky State Police. This is required when you know or have reasonable cause to believe that conduct has occurred which constitutes the carrying, possession, or use of a deadly weapon on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school sponsored or sanctioned event. **05.48**
- Per KRS 158.155, any school employee who knows or has reasonable cause to believe that a person has made threats or plans of violence which are intended to target a school or students or who knows that a firearm is present on school property in violation of KRS 527.070, shall immediately cause a report to be made to the District's law enforcement agency and either to the local law enforcement agency or to the Kentucky State Police.

Any school employee shall immediately report to the District's law enforcement agency and to either the local law enforcement agency or to the Kentucky State Police any act that has occurred on school property or at a school-sponsored function involving assault resulting in serious injury, a sexual offense, kidnapping, assault with the use of a weapon, possession of a firearm or deadly weapon in violation of the law, the use, possession, or sale of a controlled substance in violation of the law, or damage to property. **09.2211/09.425**

- District employees who know or have reasonable cause to believe that a student has been the victim of a violation of any felony offense specified in KRS Chapter 508 (assault and related offenses) committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the Principal of the school attended by the victim.

The Principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in such an incident.

Within forty-eight (48) hours of the original report of the incident, the Principal also shall file with the Board and the local law enforcement agency or the Department of Kentucky State Police or the County Attorney a written report containing the statutorily required information. **09.2211**

- If you know or have reasonable cause to believe that a child under eighteen (18) is dependent, abused or neglected, or a victim of human trafficking, or is a victim of female genital mutilation, you shall **immediately** make an oral or written report, including but not limited to electronic submission, to a local law enforcement agency or the Kentucky State Police, the Cabinet for Health and Family Services or its designated representative, the Commonwealth's or County Attorney, and then make a report to the Principal. (See **Child Abuse** section.) **09.227**

- District employees shall report to the Principal or to their immediate supervisor those situations that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party. In serious instances of peer-to-peer bullying/hazing/harassment, employees must report to the alleged victim's Principal, as directed by Board Policy **09.42811**.

In certain cases, employees must do the following:

1. Report bullying and hazing to appropriate law enforcement authorities as required by policy **09.2211**; and
  2. Investigate and complete documentation as required by policy 09.42811 covering federally protected areas. **09.422**
- Report to the Principal any threats you receive (oral, written or electronic). **09.425**

## **Code of Ethics**

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

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:
  - (a) To students:
    1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
    2. Shall respect the constitutional rights of all students;
    3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
    4. Shall not use professional relationships or authority with students for personal advantage;
    5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
    6. Shall not knowingly make false or malicious statements about students or colleagues;
    7. Shall refrain from subjecting students to embarrassment or disparagement; and
  8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.
- (b) To parents:
  1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

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

(c) To the education profession:

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

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

# Appendix

## Salary Schedule

### HANCOCK COUNTY BOARD OF EDUCATION

#### CERTIFIED SUBSTITUTE SCALE

Retired Teacher (Rank I, II, or III)	\$155 Per Day
Certified Teacher (Rank I, II, or III)	\$135 Per Day
Rank IV (BA/BS, no Certificate)	\$120 Per Day
No BA/BS	\$105 Per Day
*Stipend for a classified staff member filling a certified substitute position.	\$50 Per Day

### HANCOCK COUNTY BOARD OF EDUCATION

#### SUPPORT STAFF SUBSTITUTE SCALE

Substitute Bus Monitor	\$14.31
Substitute Secretary	\$14.85
Substitute Instructional Asst I	\$12.73
Substitute Instructional Asst II	\$14.28
Substitute Instructional Asst III	\$15.91
Substitute Custodian	\$13.52
Substitute Bus Driver	\$17.53
Substitute Cook/Baker/Monitor/Cashier	\$12.73

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# Absence Management Phone System Instructions



Substitute QuickStart Guide | 1

## Absence Management

### SIGNING IN

Type [aesoponline.com](http://aesoponline.com) in your web browser's address bar or go to [app.frontlineeducation.com](http://app.frontlineeducation.com) if you have a Frontline Account.

The Sign In page will appear. Enter your ID/username and PIN/password and click Sign In.

### RECOVERING CREDENTIALS

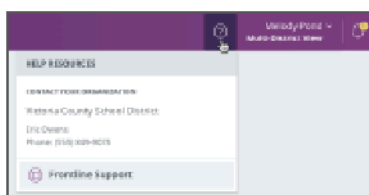
If you cannot recall your credentials, use the recovery options or click the "Having trouble signing in?" link for more details.

### SEARCHING FOR AVAILABLE JOBS

You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the "Available Jobs" tab.

To accept a job, click the Accept button beside the absence (or click Reject to remove a job from the list).

Date	Time	Duration	Location	Filter
Barker, Bob				<input type="button" value="Reject"/> <input type="button" value="Accept"/>
Mon, 4/06/2016	11:00 AM - 6:00 PM	1 hr Day	Victoria County School District Victoria County Community Schools	<input type="button" value="Reject"/> <input type="button" value="Accept"/>



## GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click **Help Resources** and select **Frontline Support**. This opens a knowledge base of help and training materials.

## ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

### When You Call into Absence Management

To call, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the Absence Management system, you can:

- Find available jobs – Press 1
- Review or cancel upcoming jobs – Press 2
- Review or cancel a specific job – Press 3
- Review or change your personal information – Press 4

### When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you're eligible for other jobs. You can always call in (see "When You Call into Absence Management" section above) to hear a list of all available jobs.

**Note:** When the system calls, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:

- Listen to available jobs – Press 1
- Prevent Absence Management from calling again today – Press 2
- Prevent Absence Management from ever calling again – Press 9

If you are interested in the available job, Press 1. You will be asked to enter your PIN number (followed by the # sign). The Absence Management system will list the job details, and you will have the opportunity to accept or reject the job.

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## **Developmental Assets for Students**



## 40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young children grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>Family support</b>—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.</li> <li><b>Positive family communication</b>—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.</li> <li><b>Other adult relationships</b>—With the family's support, the child experiences consistent, caring relationships with adults outside the family.</li> <li><b>Caring neighbors</b>—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.</li> <li><b>Caring climate in child-care and educational settings</b>—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.</li> <li><b>Parent involvement in child care and education</b>—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.</li> </ol>	
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>Community cherishes and values young children</b>—Children are welcomed and included throughout community life.</li> <li><b>Children seen as resources</b>—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.</li> <li><b>Service to others</b>—The child has opportunities to perform simple but meaningful and caring actions for others.</li> <li><b>Safety</b>—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.</li> </ol>	
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>Family boundaries</b>—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.</li> <li><b>Boundaries in child-care and educational settings</b>—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.</li> <li><b>Neighborhood boundaries</b>—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.</li> <li><b>Adult role models</b>—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</li> <li><b>Positive peer relationships</b>—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</li> <li><b>Positive expectations</b>—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.</li> </ol>	
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>Play and creative activities</b>—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.</li> <li><b>Out-of-home and community programs</b>—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.</li> <li><b>Religious community</b>—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>Time at home</b>—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.</li> </ol>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>Motivation to mastery</b>—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.</li> <li><b>Engagement in learning experiences</b>—The child fully participates in a variety of activities that offer opportunities for learning.</li> <li><b>Home-program connection</b>—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</li> <li><b>Bonding to programs</b>—The child forms meaningful connections with out-of-home care and educational programs.</li> <li><b>Early literacy</b>—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.</li> </ol>
		<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>Caring</b>—The child begins to show empathy, understanding, and awareness of others' feelings.</li> <li><b>Equality and social justice</b>—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.</li> <li><b>Integrity</b>—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.</li> <li><b>Honesty</b>—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</li> <li><b>Responsibility</b>—The child begins to follow through on simple tasks to take care of her- or himself and to help others.</li> <li><b>Self-regulation</b>—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.</li> </ol>
		<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>Planning and decision making</b>—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.</li> <li><b>Interpersonal skills</b>—The child cooperates, shares, plays harmoniously, and comforts others in distress.</li> <li><b>Cultural awareness and sensitivity</b>—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.</li> <li><b>Resistance skills</b>—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.</li> <li><b>Peaceful conflict resolution</b>—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.</li> </ol>
		<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>Personal power</b>—The child can make choices that give a sense of having some influence over things that happen in her or his life.</li> <li><b>Self-esteem</b>—The child likes her- or himself and has a growing sense of being valued by others.</li> <li><b>Sense of purpose</b>—The child anticipates new opportunities, experiences, and milestones in growing up.</li> <li><b>Positive view of personal future</b>—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.</li> </ol>

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## 40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>Family Support</b>—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.</li> <li><b>Positive Family Communication</b>—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</li> <li><b>Other Adult Relationships</b>—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</li> <li><b>Caring Neighborhood</b>—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.</li> <li><b>Caring School Climate</b>—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</li> <li><b>Parent Involvement in Schooling</b>—Parent(s) talk about the importance of education and are actively involved in the child’s school success.</li> </ol>		
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>Community Values Children</b>—Children are welcomed and included throughout community life.</li> <li><b>Children as Resources</b>—Child contributes to family decisions and has opportunities to participate in positive community events.</li> <li><b>Service to Others</b>—Child has opportunities to serve in the community with adult support and approval.</li> <li><b>Safety</b>—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.</li> </ol>		
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>Family Boundaries</b>—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</li> <li><b>School Boundaries</b>—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</li> <li><b>Neighborhood Boundaries</b>—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).</li> <li><b>Adult Role Models</b>—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</li> <li><b>Positive Peer Influence</b>—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.</li> <li><b>High Expectations</b>—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</li> </ol>		
		<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>Creative Activities</b>—Child participates weekly in music, dance, or other form of artistic expression outside of school.</li> <li><b>Child Programs</b>—Child participates weekly in at least one sport, club, or organization within the school or community.</li> <li><b>Religious Community</b>—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>Time at Home</b>—Child spends time at home playing and doing positive activities with the family.</li> </ol>	
		<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>Achievement Motivation</b>—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</li> <li><b>Learning Engagement</b>—Child is enthused about learning and enjoys going to school.</li> <li><b>Homework</b>—With appropriate parental support, child completes assigned homework.</li> <li><b>Bonding to School</b>—Child is encouraged to have and feels a sense of belonging at school.</li> <li><b>Reading for Pleasure</b>—Child listens to and/or reads books outside of school daily.</li> </ol>
			<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>Caring</b>—Parent(s) help child grow in empathy, understanding, and helping others.</li> <li><b>Equality and Social Justice</b>—Parent(s) encourage child to be concerned about rules and being fair to everyone.</li> <li><b>Integrity</b>—Parent(s) help child develop her or his own sense of right and wrong behavior.</li> <li><b>Honesty</b>—Parent(s) encourage child’s development in recognizing and telling the truth.</li> <li><b>Responsibility</b>—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</li> <li><b>Self-Regulation</b>—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</li> </ol>
			<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>Planning and Decision Making</b>—Parent(s) help child think through and plan school and play activities.</li> <li><b>Interpersonal Competence</b>—Child seeks to build friendships and is learning about self-control.</li> <li><b>Cultural Competence</b>—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</li> <li><b>Resistance Skills</b>—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</li> <li><b>Peaceful Conflict Resolution</b>—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</li> </ol>
			<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>Personal Power</b>—Child has a growing sense of having influence over some of the things that happen in her or his life.</li> <li><b>Self-Esteem</b>—Child likes herself or himself and feels valued by others.</li> <li><b>Sense of Purpose</b>—Child welcomes new experiences and imagines what he or she might do or be in the future.</li> <li><b>Positive View of Personal Future</b>—Child has a growing curiosity about the world and finding her or his place in it.</li> </ol>

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## 40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <b>Positive family communication</b>—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. <b>Other adult relationships</b>—Child receives support from adults other than her or his parent(s).</p> <p>4. <b>Caring neighborhood</b>—Child experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping the child succeed in school.</p>	
	<b>Empowerment</b>	<p>7. <b>Community values youth</b>—Child feels valued and appreciated by adults in the community.</p> <p>8. <b>Children as resources</b>—Child is included in decisions at home and in the community.</p> <p>9. <b>Service to others</b>—Child has opportunities to help others in the community.</p> <p>10. <b>Safety</b>—Child feels safe at home, at school, and in his or her neighborhood.</p>	
	<b>Boundaries &amp; Expectations</b>	<p>11. <b>Family boundaries</b>—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. <b>School boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Child's closest friends model positive, responsible behavior.</p> <p>16. <b>High expectations</b>—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p>	
	<b>Constructive Use of Time</b>	<p>17. <b>Creative activities</b>—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. <b>Child programs</b>—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</p> <p>19. <b>Religious community</b>—Child attends religious programs or services one or more times per week.</p> <p>20. <b>Time at home</b>—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b>	<p>21. <b>Achievement Motivation</b>—Child is motivated and strives to do well in school.</p> <p>22. <b>Learning Engagement</b>—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. <b>Homework</b>—Child usually hands in homework on time.</p> <p>24. <b>Bonding to school</b>—Child cares about teachers and other adults at school.</p> <p>25. <b>Reading for Pleasure</b>—Child enjoys and engages in reading for fun most days of the week.</p>
		<b>Positive Values</b>	<p>26. <b>Caring</b>—Parent(s) tell the child it is important to help other people.</p> <p>27. <b>Equality and social justice</b>—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. <b>Integrity</b>—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. <b>Honesty</b>—Parent(s) tell the child it is important to tell the truth.</p> <p>30. <b>Responsibility</b>—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. <b>Healthy Lifestyle</b>—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p>
		<b>Social Competencies</b>	<p>32. <b>Planning and decision making</b>—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. <b>Interpersonal Competence</b>—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. <b>Cultural Competence</b>—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. <b>Resistance skills</b>—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. <b>Peaceful conflict resolution</b>—Child seeks to resolve conflict nonviolently.</p>
		<b>Positive Identity</b>	<p>37. <b>Personal power</b>—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. <b>Self-esteem</b>—Child likes and is proud to be the person that he or she is.</p> <p>39. <b>Sense of purpose</b>—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. <b>Positive view of personal future</b>—Child is optimistic about her or his personal future.</p>

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**40 Developmental Assets® for Adolescents (ages 12-18)**

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

<b>External Assets</b>	<b>Support</b>	<p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</p> <p>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</p>	
	<b>Empowerment</b>	<p>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</p> <p>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</p> <p>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</p> <p>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</p>	
	<b>Boundaries &amp; Expectations</b>	<p>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. <b>School boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</p> <p>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</p>	
	<b>Constructive Use of Time</b>	<p>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b>	<p>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</p> <p>22. <b>School Engagement</b>—Young person is actively engaged in learning.</p> <p>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</p> <p>24. <b>Bonding to school</b>—Young person cares about her or his school.</p> <p>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</p>
		<b>Positive Values</b>	<p>26. <b>Caring</b>—Young person places high value on helping other people.</p> <p>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</p> <p>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</p> <p>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
		<b>Social Competencies</b>	<p>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</p> <p>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</p>
		<b>Positive Identity</b>	<p>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</p> <p>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</p> <p>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</p> <p>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</p>

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## Substitute Information Update Form

TO: Human Resources  
Substitute List Managers

NAME OF SUBSTITUTE: \_\_\_\_\_

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

**PREFERENCES:**

- All schools     \_\_\_\_\_ These \_\_\_\_\_ schools \_\_\_\_\_ only:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- The following is new information:

Name: \_\_\_\_\_

Mailing \_\_\_\_\_ Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Emergency \_\_\_\_\_ Contact#: \_\_\_\_\_

Email \_\_\_\_\_ Address: \_\_\_\_\_

New certification (further documentation will be required): \_\_\_\_\_

\_\_\_\_\_  
*Signature      Date*

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

## Professional Substitute Checklist

<u>ARRIVAL</u>	<u>BEFORE CLASS</u>
<input type="checkbox"/> Report to Principal/school office.	<input type="checkbox"/> Write your name on the board.
<input type="checkbox"/> Ask about IEP/504 plans and extra duties assigned to the regular teacher.	<input type="checkbox"/> Scan lesson plans and locate materials to be used.
<input type="checkbox"/> Obtain keys, daily schedule, lesson plans and teacher's grade book.	<input type="checkbox"/> Locate and review building evacuation directions.
<input type="checkbox"/> Ask how to report tardy or absent students and how to refer a student to the office.	<input type="checkbox"/> Check for posted fire drill, bomb threat, lock-down, tornado and other safety related instructions.
<input type="checkbox"/> Check the teacher's mailbox.	<input type="checkbox"/> Review class rules as posted or listed in the teacher's lesson plans.
<input type="checkbox"/> Locate teachers' restrooms and work room/lounge.	<input type="checkbox"/> When the bell rings, stand in the doorway and greet students as they enter.
<input type="checkbox"/> Introduce yourself to teachers adjacent to your classroom.	<input type="checkbox"/> Use the seating chart, if provided, to take attendance.
<u>THE REST OF YOUR DAY</u>	<u>DEPARTURE</u>
<input type="checkbox"/> Greet students at the door and involve them in a learning activity right away.	<input type="checkbox"/> Instruct students to straighten and clean their work areas.
<input type="checkbox"/> Review the schedule and routine with the class.	<input type="checkbox"/> Remind students of homework.
<input type="checkbox"/> Carry out the lesson plans and assigned duties to the best of your abilities.	<input type="checkbox"/> Complete any forms the teacher/Principal directed you to prepare.
<input type="checkbox"/> Improvise if needed by extending practice, elaborating on activities, or supplementing lesson plans.	<input type="checkbox"/> Leave the teacher a note of what was or was not accomplished; attach any documents received that day.
<input type="checkbox"/> Use planning time to grade work and prepare for the remainder of the day or the next, if you will be returning.	<input type="checkbox"/> Organize and label work turned in by students.
<input type="checkbox"/> Check the teacher's mailbox during the day.	<input type="checkbox"/> Close windows, turn off equipment and lights, and leave the room in good order before you lock the door, if directed to do so.
<input type="checkbox"/> Be fair, flexible and consistent in dealing with students.	<input type="checkbox"/> Turn in keys, grade book, and any money collected to the office, listing who turned in the money and for what purpose.
<input type="checkbox"/> Be positive and respectful in your interactions with students and staff.	<input type="checkbox"/> Confirm if you will be needed again the next day.

## Letter from the Superintendent

<b>Hancock County Public Schools</b>		
	83 State Route 3543	<u>Board of Education</u>
	Hawesville, Kentucky 42348	ALLEN KENNEDY- Lewisport
	Phone (270) 927-6914	SHANE BALL- Reynolds Station
	Fax (270) 927-6916	DONNA QUATTROCCHI- Lewisport
	ROBBY ASBERRY Superintendent	DAVID EMMICK- Chairperson- Lewisport RAPHAEL WHEATLEY- Hawesville

To All HCPS Employees:

With the use of social media becoming a part of our daily lives. It is important to exercise good judgment when posting information online. School employees who post information online that could negatively impact the employee's ability to perform his/her job or that undermines and/or disrupts the educational process may result in disciplinary consequences.

Employees should refer to Administrative Procedure 03.1321 AP.1, which states that all users of the Hancock County computer network agree to comply with the District's internet and electronic mail rules and to communicate over the network in a responsible manner while abiding by all relevant laws and restrictions. Likewise, the District's Electronic Media Policy 08.2323, states that employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates District policies, statutory or regulatory provisions governing employee conduct.

While the District is not and will not adopt a practice of monitoring employee's personal social media accounts, postings on a personal account that can be viewed by the public may form the basis for disciplinary action if/when there is a sufficient school nexus. Before posting, employees are encouraged to ask whether the posting could undermine his/her ability to effectively perform his/her job or may identify specific students or confidential school situations. While not an exhaustive list, if the posting falls within any of the following criteria, you are on notice that you may be subject to disciplinary consequences:

- Postings that fail to maintain professional, respectful association with students.
- Postings that disclose protected student information without consent.
- Postings undermining the ability to enter into confidential or professional relationships with students/staff.
- Postings that undermine the authority of an administrator or the school employee.
- Postings that create a disruption to the educational process.
- Postings that cannot be remedied (i.e. illegal, immoral, etc.)
- Postings that undermine or substantially impair credibility.
- Postings that personally attack other teachers, staff, administrators, harassing or sexually explicit comments; illegal or immoral conduct; which violate District policies.

It is our expectation that all HCPS employees will maintain the level of professionalism and uphold the standards expected of a school employee when posting information online.

Sincerely,



Robby Asberry, Superintendent  
Hancock County Public Schools

*Equal Education and Employment Institution M/F/D*

# Acknowledgement Form

<b>2024-2025 School Year</b>
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I, \_\_\_\_\_, have received a copy of the Substitute  
*Employee Name*

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

I understand and agree:

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

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

\_\_\_\_\_  
*Employee Name (please print)*

\_\_\_\_\_  
*Signature of Employee      Date*

**Return this signed form to the Central Office.**