MERCER COUNTY SCHOOLS

SUBSTITUTE TEACHER MANUAL

530 Perryville St.
Harrodsburg, KY 40330
(859) 733-7000

www.mercer.kyschools.us

Our mission is to prepare students to excel in a global society by providing rigorous education in academics, arts, and extracurricular activities.

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MERCER COUNTY SCHOOLS

SUBSTITUTE TEACHING OVERVIEW

OAG 69-296. A substitute teacher is one that substitutes for a regularly employed teacher who is temporarily absent or substitutes in a vacant position while a school board is attempting to employ a regular full-time teacher.

1) The Superintendent / designee shall maintain a list of qualified substitute teachers that are employed with the system. Principals / designee shall engage substitutes from this list.

2) Substitute teachers shall observe the regular teacher's hours of duty and instructional plan for the day. Substitute teachers will assume the duties of the teacher. (i.e. bus duty, playground duty, hall duty, etc.)

3) Substitute teachers shall report to the school's office to complete all paper work and obtain current information before reporting to the assigned room / area.

4) Substitute teachers shall check at each school for the proper emergency procedures for fire, earthquake, etc.

5) Corporal punishment shall not be administered to students. If there is a discipline problem, check school policy or obtain proper procedures before starting the assignment.

6) Each substitute teacher will complete a substitute teacher information sheet at the end of each assignment.

7) An evaluation sheet will be completed by the classroom teacher on the performance of the substitute teacher.

SCHOOLS

Mercer County Elementary School
Principal: Ms. Nekita Johnson
Grades Preschool - 2
741 Tapp Road
Harrodsburg, KY 40330
Phone: 733-7040
School Hours: 8:05 a.m. – 2:50 p.m.

Mercer County Intermediate School
Principal: Mr. Jaziel Guerra
Grades: 3-5
1101 Moberly Road
Harrodsburg, KY 40330
Phone: 733-7080
School Hours: 8:05 a.m. – 2:50 p.m.

Kenneth King Middle School
Principal: Mr. Jason Bryant
Grades 6-8
937 Moberly Road
Harrodsburg, KY 40330
Phone: 733-7060
School Hours: 8:00 a.m. – 2:45 p.m.

Mercer County Senior High School
Principal: Mike Floro
Grades 9-12
1124 Moberly Road
Harrodsburg, KY 40330
Phone: 733-7160
School Hours: 8:00 a.m. – 2:45 p.m.

Mercer County Central School
Principal: Mr. Andy Moberly
Grades 09-12
530 Perryville Street
Harrodsburg, KY 40330
Phone: 733-7100
School Hours: 7:50 a.m. – 2:35 p.m.

Harrodsburg Day Treatment Program
Principal: Mr. Andy Moberly
Grades: 06-12
530 Perryville Street
Harrodsburg, KY 40330
Phone: 733-7120
School Hours: 7:50 a.m. – 2:35 p.m.

I. MERCER COUNTY BOARD OF EDUCATION AND STATE DEPARTMENT OF EDUCATION POLICIES CONCERNING SUBSTITUTE TEACHERS.

1. Substitute teachers shall be certified by the Educational Professional Standards Board, Division of Certification, Frankfort, Kentucky.

2. A person desiring to substitute in the Mercer County Schools shall complete an application packet. The completed forms are then filed in the Central Office.

   a) An applicant with a degree must have a minimum of 64 college hours (for an Emergency Certification) and a 2.5 GPA.

   b) A copy of certification and official transcripts must be provided by the applicant and filed in the Central Office.

   c) Substitutes having "Emergency Certificates" will re-apply with EPSB each year.
   If you are an Emergency Substitute, you will receive an email from EPSB to complete your Emergency certificate. This needs to be completed each year before signing your contract.

   d) Substitutes entering the system for the first time must complete and pass a drug test, have a physical examination with a health certificate, CAN check, criminal record check (thumb print), W-4 and K-4 tax forms, I-9 form and training.

3. The Superintendent shall inform the Board of properly certified substitute teachers. These substitute teachers shall have a valid teaching certificate and other eligibility requirements on file in the Central Office.

4. Our district uses Frontline Technologies (AESOP) to notify a substitute of the positions. There is more information on the website.

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

6. Substitute teachers are paid based on the approved salary schedule located on our website, www.mercer.kyschools.us.

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

   a) Teachers who are regularly certified for the position.

   b) Teachers who are regularly certified for some other professional school position.

   c) Persons certified on an emergency basis for substitute teaching.

8. Half-day is anything before or after 11:30 a.m.

II. REGULATIONS PERTAINING TO SUBSTITUTE TEACHERS

1. A substitute teacher must be **prompt in attendance**. He /she shall be on duty in the classroom fifteen (15) minutes prior to the opening of school and shall remain until school closes and all staff are dismissed.

2. Upon arrival at school, the substitute is expected to contact the school office for assistance in receiving necessary information; such as, the school schedule, activity calendar, lesson plans, daily schedule, and any materials or instructions left by the regular teacher.

3. The substitute shall assume hall duty, bus duty, or any other responsibilities, which are assigned to the regular teacher on that day. Check with the school office if duties are not in the Substitute Folder Plans.

4. The substitute should check papers as time permits.

5. The substitute shall take all necessary and reasonable precautions to protect students, equipment, materials and facilities.

    a) Study the disaster, emergency, and fire drill routines. Inquire of your neighboring teacher which direction your class should go to vacate the building and which areas of the building are considered safe areas for your class.

    b) Any child sick or hurt must be reported to the Healthy Kids Nurse.

6. The substitute shall help maintain order among students in hallways, cafeteria, lobby, and assemblies as well as in the classroom.

7. The substitute is expected to be present in the classroom at all times during regularly scheduled periods.

8. The substitute shall stand outside the classroom near the entrance while students are passing during class changes.

9. When not supervising, go to the school office for other duties (i.e. planning period)

10. The substitute teacher shall be responsible for the supervision of each student assigned to him / her and shall not permit any student to remain unsupervised within the school building or outside.

11. The substitute shall not send children on errands beyond the limits of the school's property.

12. All films must be previewed by the teacher or approved by the principal before being shown to the students. (Unless film is specified in the regular teacher's lesson plans.)

13. If you have difficulty with symbols used in writing lesson plans, ask your neighboring teacher for help in interpreting.

14. The substitute shall not use corporal punishment. Serious or recurring discipline problems shall be reported immediately to the building administration.

15. Do not make impossible and outrageous assignments to students or punish the whole class because of one student or a simple incident. Be reasonable and take small things in stride.

III. PLACING SUBSTITUTES

Mercer County uses Frontline Technologies (AESOP) to call substitute teachers each day.

You will generally be called between 5:30 and 7:00 a.m. Of course, you may be called the night before. Remember you can also "Job Shop"

We try to match the substitute teachers to the need.

Calls will be made to:

1) A substitute holding a major or minor in the needed area.

2) A substitute with a preference or ability in the needed area.

3) A substitute can be put on the exemption list if requested by the Principal.

IV. INFORMATION YOU WILL NEED

When you report to the school office in the mornings, the school principal or school secretary should be able to inform you about:

1) Substitute Teaching time sheet so you will be paid.

2) Non-teaching duties: playground duty, bus duty, etc.

3) Daily attendance records.

4) Lunch money collection and records.

5) Lunch schedule.

6) Class schedule.

7) Emergency and Safety Drill Instructions

8) Summary of the day should be left for the regular teacher or you can add notes on Frontline Technologies (AESOP).

V. TIPS FOR A SUCCESSFUL SCHOOL DAY

1) Introduce yourself to the class.

2) Take attendance so you will learn students' names.

3) Explain your expectations-if you feel that it is necessary-with a particular group. (It is easier to start out "tough" and gradually ease into being "nice" rather than the other way around.) Many teachers use assertive discipline techniques and a list of rules will be posted in the classroom with consequences.

4) Stick to the routine as much as possible.

5) Take advantage of available help from principals, neighboring teachers and students.

6) Over Plan. It is better to plan too much than to be caught short. Have some activities planned in case the teacher did not leave a plan.

7) Keep students focused and on task.

8) Stay involved with what is going on.
Move around the room; do not sit at the desk. A substitute who withdraws invites discipline problems.

VI. STUDENTS WITH DISABILITIES

Students may leave your classroom to spend time with their special needs teacher, Title I teacher or speech teacher. Students are scheduled to spend specific periods with these special teachers during the day.

Disabilities

Inclusion

Definition: Placing children with mild, moderate, or even severe disabilities in regular classrooms.

Five affective or attitudinal benefits:

1. The non-disabled learn to be more responsive to others.
2. New and valued relationships develop.
3. Non-disabled students learn something about their own lives and situations.
4. Children learn about values and principles and gain appreciation for diversity in general.

Students with disabilities in one area may be capable or even exceptional in others. By eliminating or modifying barriers to participation, students with disabilities may enjoy the regular classroom activities and assignments.

Public Law 94-142
Passed in 1975 – called **"The Education for All Handicapped Children Act"** has been amended and is now called **"IDEA"** or the "Individuals with Disabilities Education Act" provides that all handicapped children between the ages of 3 and 21 are entitled to **free public education.** Presently, the terms **disability** and **disabled** are used in place of handicap and handicapped.

The law defines disabled individuals to include those who are *mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, or orthopedically impaired; have multiple handicaps; or have a social or learning problem that requires special attention other health impairments or learning disabilities and* therefore need special educational services.

IDEA also provides that ALL students with disabilities have the right to be served in the **least restrictive environment** – this means that disabled children must be educated and treated in a manner similar to their nondisabled peers. This usually consists of **mainstreaming** which is placing disabled children in the regular classroom.

Who decides which children are disabled and, if so, how they will be education? Federal Law requires that a team consisting of the student, his/her parent(s), teachers, principal, and other professionals develop and **IEP** (individual education plan) detailing the goals and objectives of the educational services to be provided. The IEP lists all special and regular activities that the student will participate in.



Federal Law states that NO ONE has access to a student's IEP without the parent's permission. It is always a good idea to check with the permanent teacher and/or administrator ASAP, preferably before taking over a classroom to determine how best to deliver educational services

Adapting games and activities for students with disabilities

Guidelines

1. Often, children with disabilities already know their capabilities and limits – simply encourage them and be ready to assist if needed
2. Focus on children's abilities – not disabilities
3. It is okay to modify the game/rules to meet the needs of the entire group
4. Keep the game/activity as complete and original as possible
5. Be sensitive, especially with new students/disabilities-start slowly and develop gradually

Ideas for adapting games/activities

- ✓ Reduce the size of the playing area
- ✓ Adjust the boundaries-change the number of players-lower the net
- ✓ Use walls, fences, or designated "helpers" to aid in keeping ball in bounds

- ✓ Find bigger/lighter equipment
- ✓ Incorporate plastic bats-rubber racquets-jumbo gloves-enlarged hoops-expanded goals
- ✓ Substitute beach balls, Nerf balls, Whiffle balls, bladder balls, Styrofoam balls, balloons
- ✓ Slow it down
- ✓ Throw underhand, roll the ball, bounce the ball, hold the ball still, use a batting tee
- ✓ Allow an "extra" bounce-count before throwing, use "left" (or right) hand, no hands

Adapting assignments and activities for student with disabilities

Guidelines

1. Generally, the permanent teacher and/or resource person will already have policies in place. Find out what they are and use them.
2. Focus on children's abilities-not disabilities
3. It is okay to modify the assignment for certain students and not for others
4. Keep assignments as similar to the rest of class as possible
5. Be sensitive, especially with new students/disabilities – start slowly, develop gradually

Ideas for adapting activities/assignments

Reduce the number of pages or questions

- Half the page/problem-every other page/problem-the first page/problem-the last page/problem-only pages/problems with pictures-pick your own pages/problems
- Reduce the difficulty of activities/assignments (barriers due to physical or emotional disabilities)
- Read out loud-write on board-use overheads-move desk for better hearing, seeing, and monitoring-speak more slowly-speak louder-repeat, rephrase, redirect instructions and questions
- Increase confidence, compassion, and cooperation
- Use lots of examples – use "warm-ups" – model – review – practice, practice, practice; I do one & you do one; I do part and you do part-provide patterns or steps to follow-be patient-smile

ADVICE FROM SPECIAL EDUCATORS FOR SUBSITUTE TEACHERS

Berks County Intermediate Unit, Reading PA

In some cases, you may be assigned to teach in a special education "resource room" where all of the students have been identified as having special needs. In other cases, you may be teaching in a regular classroom where there are particular students with identified special needs. Whichever is the case, here are some thoughts on how to facilitate the learning of these students.

1. Respect is the key attitude for success with all students.

2. These students may have a variety of learning challenges. Do not think first of their special needs, but think of them first as learners.

3. All children respond to sincere encouragement, but do not overdo it. Be sensitive to the fact that learning is more difficult for these students than for many others.

4. Depending on the grade level you are teaching, these students may have experienced years of school failure. Be aware of that as you respond to their needs and work to help them find success.

5. Depending on the student's learning challenge, you may find you need to repeat yourself more often. Be patient. Check for student understanding after giving directions.
6. If there are problems, do not single out a child in front of the class, but deal with him/her privately.

7. Many children with special needs have Individualized Education Plans (IEPs). Consult these plans when available, as they provide structure for students' learning. The teacher should have daily plans drawn from these IEPs.

8. You often may be privy to confidential information about students with special needs. It is critical that all information you obtain about students during your teaching day remain confidential. Depending on the grade level, the students may feel self-conscious that you know they have learning challenges, which can set up defensiveness on their part.

9. During your teaching day, you may need to locate yourself in close proximity to these children to offer assistance and help them stay focused. A gentle reminder will oftentimes suffice for them.

10. An instructional assistant or aide may be in the classroom. Such a person can be a tremendous help because they have a history with the students and are aware of routines, personalities, and other important background information.

11. Do not hesitate to ask for assistance from the principal or another teacher if you have concerns or questions during the day.

12. Carefully note the daily schedules for special needs students. They often have support personnel (language or hearing specialists) come into the classroom. At other times, they may leave the classroom to attend regular or special classes.
13. There may be teaching equipment or machines in special education classrooms. Check with the instructional assistant, the principal, or another teacher before using these items.

14. Sometimes students are allowed to use certain learning aids to assist them with their work. Hopefully, the regular teacher will leave information instructing you as to which students may use the aids, and under what circumstances.

15. In some special education classes, behavior reports go home daily to parents that record the behavior of the child throughout the day. Become as familiar as possible with the system, or ask the assistant to focus on or give the feedback for the particular student(s) for the day.

16. In class discussions, if a student responds with an incorrect answer, provide clues or a follow-up question to help him/her think of the correct answer. Look for ways to praise students for their thinking and behavior as well as correct answers.

17. Present short and varied instructional tasks planned with students' success in mind.

18. Have on hand an ability-appropriate book to read, audio tapes, flash cards of facts, games, puzzles, mental math exercises, or other activities for substituting in these classes.

VI. GIFTED AND TALENTED

Recognizing Gifted and Talented Students
Many children will excel in one of these areas. Truly gifted children will excel in all three.



You may have a gifted student if she or he…

✓ Has a vocabulary noticeably above her or his peers

✓ Is a voracious reader – usually more advanced content

✓ Has a well-developed sense of humor – gets jokes peers don't understand

- ✓ Is intrinsically motivated – works hard with or without teacher approval
- ✓ Has a personal standard of quality – independent of others' work
- ✓ Thinks at a higher/independent level – often appears to "day dream"
- ✓ Is able to go beyond basic lesson concepts – expand, elaborate, and synthesize.

Often gifted and talented students seem to be round pegs in square holes. They do not necessarily fit the mold of an "ideal student." They may become bored with class or deeply involved with something unrelated to the lesson. Their friendships and alliances include a need for intellectual peers (often-older students or adults) and chronological peers (kids their same age). Moreover, their attention span does not always coincide with the standard time allotments for classroom lessons and activities

VII. CONFIDENTIALITY

You are required to keep all student information confidential.

Confidentiality means that information provided to a teacher about a student's personal situation is not to be disclosed to anyone else unless the teacher has permission from the student or consenting parent to do so. It is important that teachers respect the privacy of the student and hold in confidence any information obtained in the course of professional service. Respecting a person's right to privacy is not only an ethical professional obligation, but it is also a legal right. Confidentiality is a guarantee that private issues do not become public property.

VIII. A GOOD BEGINNING

1) **Arrive early and go directly to the school office.**

a) Sign in.
b) Check the teacher's mailbox for messages, etc.

2) **Check the room assigned.**

a) Be sure the room is in order.
b) Locate the plan book, daily program, seating plan, attendance sheet, absentee reporting form, tornado and fire drill instructions.

3) **Read the Plan Book**

This is your best clue as to what you are to teach. As you locate textbooks and workbooks, add markers for the pages indicated. It will help later on. If films or filmstrips are scheduled, check the procedure. Organize materials so they are easily accessible. Children are used to the established routine of the regular teacher. If you appear indecisive or insecure, class control becomes more difficult.

4) **If the Plan Book is not there…**

In rare instances, the substitute may be caught without a plan book. If there is also no schedule of classes, call a child to you before school begins and get at least a general order of the plan for the day. (As a general rule, control will be better if you solicit procedural information from an individual child rather than from the entire class.) Talk to the teacher across the hall, or another person in the department. The principal may have a copy of the lesson plan in his / her office.

5) **Put your name on the board**

Students should learn to pronounce it at once. **You are a person, their teacher for the day, not just a "substitute".**

6) **Scan the Seating Plan**

You cannot learn thirty names in a minute, so pinpoint the location of Mary, Bill and Jack who will serve as anchors for your name associates as the day goes on. Avoid the use of such phrases as "you in the blue sweater". A good idea is to have small children print names on heavy paper that can be folded to stand up on each desk.

7) **Now you are ready for the day**

You arrived early, checked the schedules, noted the assignments, and mentally laid an overall plan of action. Exchange greetings with your next-door neighbor. When the children arrive, they will reflect your confidence.

IX. TEACHING THE LESSON

1) **Be Prepared**

The outcome of the lesson as well as class control depends largely upon your preparation. If you substitute for more than one day for the same teacher, you are under the same obligation to plan as the regular teacher.

2) **Be Ready to Start**

Have your materials ready before class begins. Be sure the class is listening and do not start until you have the attention of every student in the classroom.

3) **Class Control**

Class control can be a major problem for a substitute.

A few simple suggestions will help you establish good class routines, provide for efficient learning situations and establish mutual respect of teacher and pupils.

Use Assertive Discipline Techniques if you are familiar with the rules and consequences used by the classroom teacher. (Rules and consequences should be posted in the classroom.)

Discipline: Discipline is based on a "mutual understanding" between the teacher and the pupil. The teacher understands the pupil's responsibilities and the pupil understands what the teacher expects of him/her. If the teacher is "easy going" the pupils will realize this and take whatever liberties the teacher will permit. If the teacher is firm but fair in his/her discipline and expectations, the pupils will usually respond accordingly. If pupils are actively engaged in worthwhile activities, discipline problems will not usually develop. In short, the substitute should be pleasant yet firm, and do his/her best to guide instruction in an interesting manner. It is important to gain the respect of students by acting as a professional, and by showing respect to students. Being prompt, being neat, being patient, being honest, having a sense of humor, being enthusiastic, and having definite teaching objectives can resolve many potential discipline issues before they become problems. **If, however, a discipline problem arises that the substitute is unable to solve, he/she should refer the student to the principal or his/her designee.** ***Substitutes must not use physical discipline of any sort.***

4) **Be Patient**

It is natural for students to test a substitute. You represent a change, and change can produce insecurity. Patience, understanding, love and respect will banish distrust.

5) **Expect Good Behavior**

Children tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.

6) **Be Fair and Consistent**

Your success in class control will depend, largely, on your degree of fairness and consistent treatment. Children must know what to expect of you and what you expect in return. Uncertainty is a breeder of misbehavior.

7) **Recognize the Importance of Every Child**

Children are human beings. Treat every child impartially to the best of your ability. Respect children's individual differences. Usually children are not slow "on purpose". They need help understanding, and encouragement, not lectures. Frustration is a prime cause of poor discipline. Make all personal correction in private. Avoid ridicule and sarcasm.

8) **Have Materials Ready**

Groups waiting for materials can be a starting point for discipline problems.

9) **Be Ready for a Real Problem**

In spite of your best efforts, you may have a student who is a definite discipline problem. If possible, avoid excluding him / her from the group and NEVER use physical force on a child. As a last resort, refer him / her to the principal.

10) **Watch Attention Spans**

It is important to know when to change activities, when to speed up, and when to slow down.

11) **Do Not Leave the Group**

Except for a real emergency, **NEVER** leave the group unattended.

12) **Take a Clinical Point of View**

Seldom, if ever, does a discipline problem involve personal dislike of the teacher. Do not take school problems home with you and likewise, leave personal problems at home. Do not inflict your frustrations on the students. Your tension will only be reflected in the behavior of the children in the room.

13) **Give Children Responsibilities**

Responsibilities suited to their age and understanding help create a sense of belonging. When children feel that they do belong, problems are few.

14) **Do Not Make Threats**

Not only is this approach negative, but you may place yourself in the position of destroying your whole control through a threat that cannot be carried out.

15) **Be Positive**

Praise what is good far more than you scold what is bad.

16) **Use Common Sense at All Times**

This is the greatest rule of all. All the rules, regulations, guides and directions in the world are no substitute for it.

17) **Keep Your Sense of Humor**

Not every problem is a tragedy. If you have no sense of humor, develop one. If you cannot, choose another occupation.

18) **Stay on Schedule**

How close are you to the regular teacher's schedule?



19) **Accidents**

In case of an accident, if a nurse is in the building he/she will apply first aid. When the nurse is away, the principal or some other person designated by the principal will administer first aid. In case of a more severe emergency, the school office staff will contact the parents or guardian of the pupil, and take appropriate action. An Accident Report Form (secured from the school office) must be filled out for all injuries.

We hope your experience as a Substitute Teacher in the Mercer County School System will be a positive and productive one. If you have any questions regarding this manual, please feel free to contact Central Office.

IMPORTANT HIGHLIGHTS

- **First, remember that you are a very important part of a student's education**. It is very important that you follow the teacher's plans and schedule for the day.

- Promptly arriving and staying until all students have left the school building is non-negotiable.

- Be considerate when accepting a job through Frontline Technologies, DO NOT cancel to accept a better job.

- It is very important to remember that you are an example of professionalism and a mentor in the eyes of eyes of our students, not a "babysitter".

- Keep the Substitute Manal so that you can reference it when needed.

- Confidentiality Training, Bloodborne Pathogens, Recognizing and Reporting Child Abuse, Neglect & Restraint and Seclusion Training, Active Shooter and Handle with Care **must be** completed **each year** before you are hired.

We appreciate, so much, you being an integral part of the Mercer County School system. If you have questions or concerns, please do not hesitate to call Central Office.

DUTY TO REPORT

For School Employees
To promote the safety and well-being of students, the District requires employees to make reports required by state law in a timely manner. Supervisors and administrators shall inform employees of the following required reporting duties:

KRS 158.154
When the Principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to the property, the Principal shall immediately report the act to the appropriate local law enforcement agency. For purposes of this section, "school property" means any public school building, bus, public school campus, grounds, recreational area, or athletic field, in the charge of the Principal.
KRS 158.155
An administrator, teacher, or other employee shall promptly make a report to the local police department, sheriff, or the Department of Kentucky State Police, by telephone or otherwise, if:
1. The person knows or has reasonable cause to believe that conduct has occurred which constitutes:
a. A misdemeanor or violation offense under the laws of this Commonwealth and relates to:
i. Carrying, possession, or use of a deadly weapon; or
ii. Use, possession, or sale of controlled substances; or
b. Any felony offense under the laws of this Commonwealth; and
2. The conduct occurred 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.
KRS 158
Any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense specified in KRS Chapter 508 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 an incident reportable under this section. The Principal shall file a written report with the local school board and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight (48) hours of the original report.
KRS 620.030
Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Department of Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the County Attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.