

Zionsville Community Schools



GUEST TEACHER ADDENDUM

Important Notice: This Handbook Addendum is subject to change at any time and staff members are instructed to check the ZCS Employee Portal for the most updated version of this handbook. If unable to access electronically, it is the responsibility of the staff member to contact their ZCS Human Resources Department for assistance.

Revised July 2026

Zionsville Community Schools

900 Mulberry Street • Zionsville, Indiana 46077
317.873.2858 • www.zcs.k12.in.us



Dear Guest Teacher,

Welcome to the Zionsville Community Schools guest teacher team! We're so glad to have you on board. Guest teachers play a vital role in supporting our students' learning, and we truly value the time, energy, and care you bring to the classroom.

Zionsville Community Schools will cultivate a learning environment where students grow academically, develop meaningful skills, and become active contributors to their communities. Through innovation, inclusion, and a strong sense of belonging, we prepare students to live with confidence and integrity. Your contributions help make that mission possible every day.

We're also committed to making ZCS a great place to work. Our employees are our greatest strength, and we want to ensure you feel supported and informed. This **Guest Teacher Addendum** is designed to complement our **Core Classified Handbook** by outlining the specific expectations and resources available to guest teachers.

These guidelines are here to help create a positive, safe, and meaningful work environment for everyone. If you have any questions after reviewing the materials, please don't hesitate to reach out to me or contact our Human Resources team. We're here to help!

Warm regards,

Amanda Yoder

HR Generalist / Sub Coordinator
Zionsville Community Schools

Contact Information

Email	subcoordinator@zcs.k12.in.us
Call	317-873-2858 ext. 11210
Text	317-732-5038

OBJECTIVES

PURPOSE

The purpose of the guest teacher team is to provide instruction and classroom management while promoting student learning in the absence of the regular classroom teacher.

POSITION OVERVIEW

Guest teachers are expected to provide meaningful classroom instruction as outlined in the lesson plan provided by the classroom teacher. Each guest teacher should actively engage in the learning process. They are expected to implement classroom teachers' behavior management plans to maintain a safe, positive learning environment for all students in accordance with school policies. They will communicate detailed information to classroom teachers regarding all aspects of the day. They will take on all responsibilities of the assigned classroom teacher which may include monitoring students in various school environments (lunchroom, playground, restrooms, classroom, and assemblies). They will provide assistance to classroom teachers and/or secretaries during prep period(s) and/or specials which may involve covering other classroom assignments. Additionally, they will maintain confidentiality regarding students and student behavior.

EXPECTATIONS

WORKING HOURS

Guest Teachers are not permitted to work more than an average of 29 hours a week. This equates to 16 full day assignments in one calendar month.

Shift Report Times for Guest Teachers

	Full Day	Morning half day	Afternoon half day
Elementary	7:30-2:45	7:30 – 11:00	11:00 – 2:45
Middle Schools	8:20-3:50	8:20 – 11:45	11:45 – 3:50
High Schools	8:10-3:45	8:10 – 11:45	11:45 – 3:45

Guest teacher are expected to be in their classrooms 20 minutes prior to student arrival at the high school and middle school buildings and 30 minutes prior to student arrival at the elementary school buildings. Guest Teachers should anticipate staying 10-15 minutes after the end-of-the-day bell. These time requirements are **included** in the shift report times in the chart above.

Guest teachers may leave the building only during their lunch; however, they must notify the front office first and make sure to return before students arrive in the classroom.

All guest teachers are expected to work for the full duration of the listed report times. This may mean working during a prep period if needed in another classroom or working in a different capacity related to student care. If an assignment starts later or ends earlier than the report times (ex: kindergarten or instructional assistant assignments), guest teachers should notify the teacher of record or the school administrative assistants, who will arrange for additional assignments. Alternately, assignments may be updated to half-days at the discretion of the Subcoordinator.

SCHOOL CLOSURES AND DELAYS

When there is inclement weather, guest teachers can check the school website for updates regarding delays or closures, or set up alerts through SchoolMessenger in the Employee Portal.

If there is a 2-hour delay, guest teachers are expected to report to for half day morning or full day assignments two hours later. *There will be no change in schedule if a guest teacher is working a half day afternoon.* If school is closed, all guest teacher assignments will be cancelled.

Preschools: On days when Zionsville Community Schools has a 2 hour delay, **Universal Preschool, Developmental Preschool and BAC will also delay.** On school cancellations, some preschool positions may remain open. Email subcoordinator@zcs.k12.in.us and Chelsey Davern: cdavern@zcs.k12.in.us with questions.

Guest Teacher Shift Report Times during 2-hour delays:

	Full Day	Morning Half Day	Afternoon Half Day
High School	10:10 – 3:45	10:10 – 11:45	11:45 – 3:45
Middle Schools	10:20 – 3:50	10:20 – 11:45	11:45 – 3:50
Elementary	9:30 – 2:45	9:30 – 11:00	11:00 – 2:45
Preschools*	9:30 – 2:45	9:30 – 11:00	11:00 – 2:45

*contact Chelsey Davern to confirm

ATTENDANCE

Good attendance is required. Regularly arriving late to an assignment will result in disciplinary action. If a guest teacher accepts an assignment but fails to arrive at the school without cancelling, he or she will be given **one** warning. If it occurs again, that guest teacher will be **removed** from the guest teacher pool.

Guest teachers are expected to communicate their availability by entering **non-work days** in Absence Management.

Job Expectations

1. All **new** guest teachers are *expected* to accept a minimum of 6 jobs within the first 30 days of employment. Exceptions will be made if communicated with subcoordinator.
2. At a minimum, guest teachers are *expected* to accept 3-4 assignments each month unless you have previously discussed with the subcoordinator why you will not be able to meet this goal for the month.
3. Guest teachers are **required** to accept a minimum for 2 assignments in one semester to remain an active substitute in AEOSP. *Failure to do this could result in removal from the sub pool. The subcoordinator will send communication prior to any removal from the sub pool. **Exceptions will be made if communicated with subcoordinator.***

Substitutes are also required to complete an annual Guest Teacher Training prior to the beginning of each school year.

Canceling assignments

- Guest teachers may cancel assignments through Absence Management (formerly Aesop) without notifying the Subcoordinator, if they do so **more than** 48 hours prior to the start time of that assignment.
- ***Cancellations within the 48-hour window must be reported to the Subcoordinator (317-873-2858 ext. 11210). Guest teachers must also cancel the assignment in Absence Management as soon as possible.***
- Assignments should not be cancelled on the morning of the assignment, unless there is an emergency. *Regularly cancelling an assignment with less than 48 hours' notice will result in disciplinary action.*

When possible, teachers should refrain from accepting assignments in their children's classrooms. Principals may reassign guest teachers who accept such assignments at their discretion.

WAGES

All Zionsville Community Schools employees are paid on a semi-monthly schedule. The pay schedule is available in the HR Resources Portal. Days worked by guest teachers are tracked via Absence Management (formerly Aesop). Guest teachers are paid a daily rate, for either a full or half day. *Working two half days in buildings with the same report times will be considered one full day. If a guest teacher works two half days in buildings with different report times, and the schedule results in an extended working day, this will be considered two half days and paid accordingly.*

	Pay Rate
Full Day	\$90.00
Half Day	\$45.00
Retired ZCS Teachers Full Day	\$108.00
Retired ZCS Teachers Half Day	\$54.00
Holiday Pay	\$95.00
Permanent Guest Teacher	\$130.00

Incentive Pay: At the end of each semester, each daily rate guest teacher would be eligible to receive the new incentive depending on the number of full days they have worked. The maximum incentive would be \$1,200 per year. Permanent Guest Teachers and Long Term Substitutes are not eligible for this incentive. Guest Teachers must be active employees at the end of the semester to receive the bonus incentive.

	Incentive Pay (Per semester)
20 Full Days Worked	\$100
40 Full Days Worked	\$300
60 Full Days Worked	\$600

Holiday pay: The full day guest teacher rate of \$95 will be paid on the days before/after fall break, before/after Thanksgiving break, the day before Winter break and the day before/after Spring Break

TEACHER RETIREMENT FUND (TRF)

A guest teacher may be a member of TRF upon completion of the following:

1. Certification by the Indiana State Board of Education
2. At minimum an associate's degree
3. 120 days in a fiscal year (July 1 to June 30) or 60 days in each of two fiscal years

Certification from the State Board of Education may include a teaching license, a substitute teaching permit, a temporary teaching license, or an emergency teaching license. Upon hire, all guest teachers will be asked to complete a form notifying Zionsville Community Schools if they qualify for TRF. Once employed by Zionsville Community Schools, it is the employee's responsibility to notify the district of changes in TRF eligibility.

DRESS CODE

A modest, neat, and well-groomed appearance is expected in order to promote a professional image of the school district. Business casual attire is appropriate. Clothing that is extremely tight, low-cut, or otherwise revealing is not permitted. Exercise attire (yoga pants, track suits) should only be worn if working in a physical fitness setting. Ball caps should not be worn inside. It is appropriate to wear jeans and spirit wear on Fridays. Guest teachers' nametags should be visible at all times.

It is appropriate to wear more casual clothes when working in preschools or life skills classrooms because of physical demands. In these settings, it is also best to limit the amount of jewelry worn.

PROFESSIONAL DEVELOPMENT

- **Substitute Teacher Permit:**

All guest teachers must either maintain a ***valid Indiana Teacher's license*** or ***Indiana Substitute Teachers permit***.

This document needs to be provided to the subcoordinator prior to subbing in a classroom. Failure to do so could result in your Frontline/AESOP account being disabled until documentation is provided.

- **Professional Development – for licensure support**

Professional development modules will be offered during the school year to earn PGP points to go towards your licensure 3 times per year at no charge to you. These modules take place on your own outside of work time and all online. They will be ZCS supported & created by Kris Devereaux – Assistant Superintendent.

- All Permanent Guest teachers are eligible from the first day of school.

- All other substitutes are eligible once they have worked **10 full days**. (self reported to the subcoordinator)
- You must complete all 3 modules & meet 1 final time with Kris Devereaux in May to receive your PGPs.

Permanent Guest Teachers

Permanent guest teachers are considered full time employees and are eligible for the following benefits: **if you are interested in learning more about this position please contact the subcoordinator.**

PAID TIME OFF (SICK, PERSONAL, VACATION)

*Sick	5
*Personal	2

**Prorated according to start date*

Sick Leave

Sick Leave days may be used after 30 days of employment with ZCS. Employees may use their annual allotted sick leave days to be absent from work for personal or immediate family illness or the birth of a child (spouse).

Immediate family shall be defined as: Spouse, child, sister, brother, mother, father, mother-in-law, father-in-law, grandparent, grandchild, and any other member of the family unit living in the same household.

Unused sick leave will roll over to the next year and may accumulate indefinitely.

Personal Business Leave (PBL)

PBL days may be used after 30 days of employment with ZCS. Employees may use their annual allotted personal leave days to be absent from work to conduct personal business. These days are to be pre-arranged and approved by the immediate supervisor. Accumulated days (beyond the maximum allowed) automatically rollover to accumulated sick leave. The number of available allotted days is listed on your pay advice.

Failure to report to work without notice (no show) will be considered grounds for termination as will any absence in which the employee does not have a remaining PTO for the absence.

BENEFITS

Zionsville Community Schools offers a comprehensive benefit package to eligible classified employees. Eligibility for benefits is based upon employee group and/or hours worked. All or some combination of the benefits listed below are only available to eligible employees.

Health Insurance

- Medical, Dental and Vision Coverage
 - Silver Plan (PPO)
 - Eagle Plan (CDHP/HDHP) + Health Savings Account with Employer Contributions
 - Network: Ascension St. Vincent Employer Network, Ortho Indy, and more.

- Onsite Employee Wellness Clinic – Medical care, mental health counseling, nutrition/dietician services, and sports performance services available at no cost to those who are enrolled in the ZCS Health Plan.

Corporation Provided Benefits and Voluntary Offerings

- Life Insurance and Long Term Disability
- Medical Reimbursement Accounts (Flexible Spending – Healthcare, Dependent Care, and Flex)
- Employee Assistance Program
- Supplemental Insurance Options

Retirement

- 403(b) Voluntary Retirement Contribution & ROTH Deferral Option
- 403(b) Employer 3% Match
- 457 Account Option

Employees may contact the HR Coordinator at 317-873-2858 to review benefit options in more detail or with any questions.

SEVERANCE

For employees hired prior to July 1, 2024, only:

Employees who are eligible for medical benefits are also eligible for severance benefits. Severance benefits are provided upon separation of employment. To qualify for this severance benefit, the following requirements must have been met:

1. Ten (10) years of service in the School Corporation (or its components prior to consolidation) in a benefits eligible position; and
2. Must have reached the age of fifty-five (55) by July 1 of the year of severance, or; must have completed twenty (20) years in the School Corporation or its components prior to consolidation, regardless of age.

The severance benefit consists of a single payment which is the total of:

1. \$25 for each full year of service in the School Corporation (or its components prior to consolidation); plus
2. \$15 per day for each day of unused accumulated sick and personal business leave. Because of the varied schedules, the number of years of service and number of unused sick and personal days will be prorated.

In the event an employee who has completed twenty (20) years in the School Corporation (or its components prior to consolidation) and who is under fifty-five (55) years of age, becomes totally disabled (as certified by a doctor approved by the School Corporation), that employee shall qualify to receive the severance benefit.

Should an employee who has met the requirements above pass away prior to receiving full benefits, the remaining benefits shall be paid to the employee's designated beneficiary or to the employee's estate.

JOB RESPONSIBILITIES

1. **Follow teacher lesson plans explicitly:**

The teachers' planned activities and expectations are priority. Guest teachers are expected to adhere to the lesson plan and minimize time spent on extraneous conversations and activities. If any activities are not completed, the guest teacher should explain the details of the situation in a note to the teacher.

2. **Provide a safe, supervised learning environment in accordance with school policies:**

It is extremely important that all staff are respectful and inclusive of student and family preferences in Zionsville Schools. It is important that all employees refrain from behavior that may cause children to feel alienated, or activities that cause a child to feel that there is something wrong with their family.

Under no circumstance is corporal punishment to be administered nor shall profanity ever be used. Guest teachers must limit all physical interactions with students. Guest teachers should never touch a student unless a danger to him/herself or others. Guest teachers must not leave students unattended. If there is an emergency and a guest teacher must leave the room, they should first call for assistance from the office or a neighbor on the hall.

3. **Create a meaningful learning environment without distractions:**

Guest teachers are expected to refrain from discussions on controversial subjects or personal matters. They also should not advertise personal products or services. No food or drink should be brought into the classroom while students are present. Any food brought in to the classroom must be cleaned up. Guest teachers are not permitted to share food with students or use 'food incentives.'

Pledge of Allegiance Guidelines

In accordance with Indiana Code Title 20. Education § 20-30-5-0.5, Zionsville Community Schools must provide the opportunity for students to recite the pledge, but students are **not required** to participate.

Sec. 0.5 . (a) The United States flag shall be displayed in each classroom of every school in a school corporation. (b) The governing body of each school corporation shall provide a daily opportunity for students of the school corporation to voluntarily recite the Pledge of Allegiance in each classroom or on school grounds. A student is exempt from participation in the Pledge of Allegiance and may not be required to participate in the Pledge of Allegiance if:

- (1) the student chooses to not participate; or*
- (2) the student's parent chooses to have the student not participate.*

Guest teachers must refrain from speaking with the students who do not participate. Irrespective of personal opinions about the student or parent choice to not recite the Pledge or

remain seated during the Pledge, comment about it is inappropriate and may lead to legal action against the guest teacher and the school district.

Holiday Guidelines

Guest teachers should be cautious of any signs and/or symbols that represent any specific religious holidays. Specifically, **please refrain from: *Santa, Elf on the Shelf, Christmas trees and ornaments, Singing carols, etc.***

4. Actively engage in the learning process:

Guest teachers are expected to be actively engaged in their classrooms at all times. Guest teachers must not rest on their desks or sleep. Guest teachers should refrain from using their cell phones, headphones, or the teacher's computer while working.

5. Communicate any behavior or discipline issues in a note to the teacher:

Students may not be kept after school hours without the principal's permission. Notes and other communications should not be sent to parents without approval of the principal/designee. Guest teachers are not permitted to call parents regarding discipline concerns. Guest teachers are encouraged to contact the school counselor or principals for assistance.

6. Ensure all medication is to be administered by appropriate personnel in the clinic or school office:

Guest teachers are not permitted to give medicine to students. This includes aspirin, Tylenol, cough drops, and other common over-the-counter drugs.

Health Clinic Guidelines

Guest teachers are always welcome to **call** the health clinic with questions or concerns. Each guest teacher should have a list of students with medical needs in the sub folders.

Each student must have a pass to visit the health clinic. Guest teachers should send **ONLY ONE** student per class at a time. If it appears that multiple students need to visit the clinic together, please **call** the clinic to inform them of the need of the group.

Exception: When sending a student with a known medical condition (diabetes, asthma, severe allergy, etc.), the guest teacher should send the student with a peer or call the clinic to inform them of the situation.

The health clinic can be very busy during key times throughout the day (lunch, recess and last 30 minutes of the day). Guest teachers should be mindful of sending students during these times and during passing periods unless there is an immediate need (blood, vomiting, underlying medical issue). Middle School students must check in with a teacher before visiting the clinic.

EVALUATIONS

Permanent teachers will have the opportunity to provide a feedback survey after every absence. If a specific, immediate concern is brought to the attention of the Subcoordinator, the *Employee Conduct and Discipline Policy* will be implemented.

EMPLOYEE CONDUCT AND DISCIPLINE

Zionsville Community Schools retains the right and discretion to administer discipline in the manner seen as most effective given the circumstances. Proactive attempts will be made to inform employees of deficiencies in job performance or conduct. When feasible, the corporation will provide an opportunity for the employee to improve when misconduct or job performance deficiencies are not deemed serious or chronic. This policy does not modify the status of employees as employees-at-will or in any way restrict the Corporation's right to bypass the disciplinary procedures outlined in this policy. Please refer to our Core Classified Handbook in the Employee Portal for a more detailed outline of our Progressive Discipline Policy. All disciplinary incidents will be documented in guest teachers' personnel files.

Based on the severity of the concern the following actions will be taken:

1. Conference Report
2. Suspension
3. Termination

- 1. Violations requiring a Conference Report:** verbal warning to be completed over the phone
Below is a partial list of Conference Report violations:

- Failure to report to an absence within the necessary/approved timeframe
- Chronic tardiness
- Failure to sign in or out at the front office
- Disregarding teacher lesson plans / not leaving note at the end of the day
- Failure to follow safety rules or procedures
- Failure to follow the dress code
- Sarcasm, inappropriate joke-telling, non-constructive criticism, lack of professionalism
- Inattentiveness in classroom (using cell phone, reading book/magazine)
- Inappropriate social interaction with students including using social media inappropriately to interact with students (including friending students, texting students during the day, tweeting information regarding one's job, etc.)

2. Violations requiring Decision Making Suspension: in-person meeting with HR, Due Process, and Suspension of Access to Absence Management (formerly *Aesop*)

Below is a partial list of violations that may result in a suspension:

- Disorderly conduct toward anyone
- Discourteous treatment of students or other employees
- Reporting for work, or working while unfit for duty, which includes inappropriate mental and/or physical condition and physical appearance
- Using tobacco products on school property
- Negligence resulting in damage to equipment or a person
- Using profane or abusive language
- Leaving the classroom and students unattended for any reason
- Contacting students and/or interacting with students in as a guest teacher outside of school/classroom.
- Repeated incidents listed above in the “conference report” section

3. Violations requiring Termination from Employment: in-person meeting with HR, Due Process, and Termination

Below is a partial list of violations that may result in termination of the employee:

- Engaging in prohibited harassment, including sexual harassment
- Possessing a firearm or weapon on district property
- Wanton or willful neglect of duties
- Fighting or attempting to injure other employees, students, supervisors, or the public
- Stealing, destroying, damaging, or concealing property of the district or another employee
- Dishonesty, or dishonest action, such as theft, pilfering, opening desks assigned to others
- Use of abusive or threatening language toward a supervisor or anyone else
- Causing harm to students, other employees, or supervisors
 - Physically touching a student to discipline them
 - Sleeping during work hours
 - Repeated incidents listed above in “decision making suspension violations” section

TRAINING

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A. DAILY ROUTINES

1. Attitude

Always remember that you are a valued and important part of the education system. Never diminish your role as a guest teacher. Teachers appreciate having a person come into their classroom who is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teacher, students, and yourself.

Treat students as individuals. Do not blame the entire class or punish the group for the misdeeds of a few. Be professional, friendly, and enthusiastic about the day.

2. General Daily Routines

PRIOR TO ENTERING THE CLASSROOM:

- Arrive at the report time listed in Absence Management.
- Scan in at the front desk with SafeVisitor.
- Pick up a computer for attendance.
- Ask the school admin. assistant any pertinent questions:
 - *Any extra duties (lunch, recess)?*
 - *Students with known medical problems*
 - *If the need arises, how do I refer a student to the office and/or nurse?*
 - *Reporting student attendance*
 - *Where is the teachers' workroom?*
 - *Where do teachers eat lunch/use restroom?*

UPON ENTERING THE CLASSROOM:

- Familiarize yourself with the room and lesson plans in the Guest Teacher Folder; review the emergency procedures (green flip binder).
- Write your name and the day's assignments on the board.
- If there is an aid or student teacher in your room, discuss with them at the beginning of the day how the teacher's lesson plans will be accomplished. Make sure you both feel comfortable with how the work will be divided.
- Greet the students at the door as they enter the classroom.

STARTING THE DAY:

- Introduce yourself and share the expectations left by the teacher regarding what they should accomplish.
 - Refer to the assignments written on the board.
 - Minimize time spent on procedures such as taking attendance or lunch count.

THROUGHOUT THE DAY:

- Follow the lesson plans explicitly and carry out the assigned duties.
- Remind students of academic and behavioral expectations; if students are unresponsive to directions/discipline, contact the office staff & school counselor after 1-2 warnings.
- If you are unable to locate any lesson plans, contact the building principal and/or admin assistants.

BEFORE THE STUDENTS LEAVE:

- Make sure the room is clean and put back the way it was when students first arrived.
 - Have students straighten and clean up the area around their desks.
 - If the teacher has classroom sets, be sure to have them all returned
- Remind students of homework and write it on the board.

AT THE END OF THE DAY:

- Leave a detailed note on teacher's desk.
 - If you were unable to carry out the plans left by the teacher, explain why and what you did instead.
 - Include your name, phone number, and an invitation for the teacher to contact you if he/she has any questions or to request you as their guest teacher again in the future.
- **Sign out at the main office.**
- If desired, leave feedback on Absence Management regarding the job. Contact the subcoordinator if there were any concerns that need to be addressed quickly.

3. Preschool Routines (Sample)

MORNING	AFTERNOON
7:30 - Guest teachers arrive	11:00 – lunch
8:10 - Help with car line & bringing kids to classrooms	Rest time (30 minutes+)
Circle time	Gross motor activities
Snack	Clean up
Centers/activities	2:45 – Guest teachers depart

4. Classroom Management & Discipline

If a student is behaving in ways that are distracting for their learning or other students' learning, this is the process to follow:

1. First, ask the student to correct the behavior. Redirect the student by asking them to return to the activity, or ask them to stop the behavior.
2. Consult with the teacher's notes in the sub folder, as many students have individualized behavior plans, and there may be specific actions or methods to follow.
3. If the problem persists despite one or two warnings, call the front office and ask to be connected with a principal or counselor who will be more familiar with students' needs.
4. Leave a note for the classroom teacher that their activity was a distraction and the student did not follow the expectation.

Important Reminders:

- Be conscious of age-appropriate expectations.
- Be conscious of how students may perceive your behavior.
- Never touch a child unless he/she is a danger to himself or others.

If you are unable to manage a situation do not hesitate to:

- Call the office and ask for an administrator if there is any problem that needs attention.
- Talk to the teacher next door. Introduce yourself at the beginning of the day so you can call on him/her to answer questions or help resolve difficult situations.

***For more direction, talk with a principal during your next assignment!**

5. Hall Passes

Per the ZCS student handbook, students are not permitted leave the classroom without a hall pass: *"Students must have the written permission of a teacher each time he/she leaves the classroom."* If a student needs to leave the classroom, Guest Teachers must provide a written hall pass. Only one student should be permitted to leave the class at a time.

6. Student Cell Phone Policy

Per the ZCS Student Handbook: "Cell phones may not be used in the building from [bell to bell] without the permission of a staff member. Cell phones and other electronic devices (smartwatches, air pods, personal gaming systems, etc.) are to be unseen and unheard throughout the school day.

Students should not have cell phone out during class without permission by administration.

Please review the allowable exceptions and guidelines for use sections below

ADDITIONAL INFORMATION REGARDING WIRELESS COMMUNICATION DEVICES

Per the ZCS student handbooks:

Pursuant to Indiana Code, the Board of School Trustees prohibits use of wireless communication devices during instructional time except for specific exceptions as listed below. The purpose of this policy is to ensure that students and their parents/guardians understand the obligations and limitations associated with the use of wireless communication devices and changes in legislation. A student may bring but is prohibited from using a wireless electronic device which is portable and is capable of providing voice, messaging, or other data communications between two or more persons and includes cellular telephones, tablet computers, laptop computers, digital cameras, gaming devices, and/or smartwatches or any similar device that is connected to a cellular phone, cell tower, or the Internet during the school day. A student may use such a device if a teacher requires use of a school-supplied device or a school-sanctioned device for instructional purposes only. During the school day the wireless communication device must be stored away, powered off, and inaccessible to students. This policy is a supplement to the school's Internet Acceptable Use Policy, which applies to the use of any wireless communication device in school, including personal laptops and other devices.

ALLOWABLE EXCEPTIONS

- As specifically permitted by administration or a teacher for educational purposes. Such permission may be given for each episode of use or as an ongoing grant of permission for regularly occurring use.
- In the event of an emergency. An emergency for this purpose includes the use of a wireless communication device during instructional time to make an otherwise lawful alert or call for assistance in response to a condition or situation causing an immediate risk to health, life, or property. It does not include the use of a wireless communication device in an unlawful act, nor does it include the use of a wireless communication device in a manner that impairs, obstructs, or disrupts emergency response or assistance by the Corporation, health professionals, government officials or other authorized persons.
- To manage a student's health care. Management of health care for this purpose includes action that cannot be reasonably conducted during noninstructional time facilitating the maintenance, diagnosis, or treatment of an individual's physical or mental condition. The Corporation may require parent permission for unemancipated minors and medical or other documentation of the necessity of the use to determine whether such use fits into this exception.
- As permitted by the student's Individualized Education Plan (IEP) or Section 504 Plan.
- To support a student with language translation options.

- To capture unobtrusive audio recording for notetaking or personal learning assistance. This exception is permitted only when the device captures spoken word audio and does not capture, store, or transmit images or video, is visible to the teacher when in use, is provided for inspection by school officials, and is used in manner consistent with recording audio provisions of state and federal laws and policy. A recording made by such a device will not be used for disciplinary, evaluative, or supervisory purpose against a student or employee.

GUIDELINSE FOR USE

- Use of a wireless communication device is by permission of the administration or teacher for educational purposes only. Students must obtain permission before using such a device in class for educational purposes only.
- Use of a personal laptop or other device must support instructional activities.
- Students must agree to disable audio/video functions and to put away a personal laptop or other device, if asked.
- Students may only use personal laptops or other devices in accordance with the Corporation's Internet Acceptable Use Policy.
- A violation of any of these guidelines may result in the revocation of privileges regarding the use of a personal laptop or computing device and appropriate disciplinary and/or legal action.

“Wireless communication device” means any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including a cellular telephone, tablet computer, laptop computer, smart watch or gaming device.

Students may use WCDs while riding to and from school on a school bus at the discretion of the bus driver. Distracting behavior that creates an unsafe environment will not be tolerated.

Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent may be considered an invasion of privacy. Students who use a WCD to violate the privacy rights of another person may have their WCD confiscated and held.

WCDs, including but not limited to those with cameras, may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, classrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a WCD is absolutely prohibited.

No expectation of confidentiality will exist in the use of WCDs on school premises/property.

Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior.

Students are also prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to knowingly receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves an illegal activity (e.g., child pornography). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. Any search of a WCD will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privileges to bring a WCD to school for a designated length of time or on a permanent basis.

RESTRICTIONS AND DISCLAIMERS

- The Corporation accepts no responsibility or financial liability for personal laptops or other electronic and/or computing devices that are brought to school by students.
- Cell phones, laptops, or other devices that are lost, stolen, or damaged are the responsibility of the student and his/her parents/guardians, regardless of how the loss, theft, or damage occurs.
- Students are advised to take steps to guard against damage, loss, or theft.
- The Corporation's technology department will not provide technical support for any personal laptop or other computing device.

TECHNICAL REQUIREMENTS FOR ACCESS

Personal laptops or other computing devices must conform with the Corporation's technical requirements, which are accessible through the Corporation's website and which may be amended from time to time.

B. EMERGENCY PROCEDURES: A.L.I.C.E.

A.L.I.C.E. is the emergency preparedness plan adopted by ZCS. The acronym stands for Alert, Lockdown, Inform, Counter, and Evacuate. This plan is not designed to be sequential, but rather to be utilized dynamically in each situation.

- **ALERT:** Use plain and specific language to alert others to the danger.
- **LOCKDOWN:** Barricade the room. Prepare to **Evacuate** or **Counter** if needed.
- **INFORM:** Communicate the violent intruders location and direction in real time.
- **COUNTER:** Create Noise, Movement, Distance and Distraction with the intent of reducing the shooters ability to shoot accurately.
- **EVACUATE:** When safe to do so, remove yourself from the danger zone.

Very briefly stated, **A.L.I.C.E. is a safety philosophy and action plan that seeks to give all school employees information during an intruder situation so that we, as first responders in crisis, can save lives.** A.L.I.C.E. is a program used by schools, businesses, and law enforcement across the country. The philosophy of A.L.I.C.E. is to use information in a way so that staff and students can make informed decisions in a crisis, remove as many people as possible from the danger zone, and provide realistic training so that those involved in a crisis have a better chance of surviving.

What Guest Teachers need to know:

- In a situation that prompts a lockdown of any kind, you will hear the following over the PA system: "Lockdown, lockdown, lockdown."

- Sometimes that phrase will be followed with additional information. For example: “Lockdown, lockdown, lockdown. Teachers and students, we are on a perimeter lockdown. Teachers, please check your email for further instructions.” The announcement may also indicate that police are working on a situation in the community, and have asked for us to be on a perimeter lockdown. The announcement will be developmentally appropriate for the age of student and situation. **Please look in your flip charts at the bright pink page and review Perimeter Lockdown Staff Responsibilities.**
- Sometimes the announcement will be followed by little or no information. As an example: “Lockdown, lockdown, lockdown. We have an armed individual in the music hallway.” In this scenario, EACH STAFF MEMBER must use the information provided to make the best decision as to the ability to evacuate or need to stay in place in a secured room. **Please look in your flip charts at the bright pink page and review Perimeter Lockdown Staff Responsibilities.**
- Teachers/staff will provide direction to the students on what action needs to be taken, so it is very important that students listen and follow the directions given.

The A.L.I.C.E is a protocol embraced by all of Boone County and Hamilton County. The Carmel police are aware of ZCS protocols just as well as our Boone County public safety officials. We are all on the same page and will have support within minutes, but as ZCS staff, we will be the first to respond in any crisis requiring a lockdown.

****PLEASE REVIEW THE GREEN FLIP CHART FOR OTHER EMERGENCY SITUATION STAFF RESPONSIBILITIES.****

C. UNIFIED STUDENT SERVICES

The Unified Student Services Department administers the programs required by The Individuals with Disabilities Education Act and the State of Indiana Article 7 statutes and regulations. Special service students receive their education in the setting that most adequately meets their diverse instructional and related service needs. Guest teachers must ***maintain confidentiality regarding students and student behavior.***

**The following information is meant to serve only as an overall introduction to students within the special education program.*

Each student is first an individual with individual needs. Not all descriptors will fit every student with a particular eligibility, nor will they be educated in the same way. Students’ individual needs drive their goals, strategies, and services, not their area of eligibility. Talk in depth with the supervising teacher(s) to learn the best way to work with each student. The overall goal for each child is to develop skills that will enable them to function effectively in society and their environment.

Basic Characteristics:

- May need more repetition of material than typical students.
- May need material rephrased in a different manner.
- May need material written and stated aloud.
- Often carry strong feelings of failure and low self-esteem.

Basic Teaching Strategies:

- Allow enough time for the student to respond.
- Give lots of positive feedback.

1. Positions & Classroom Structure

USS assignments will typically be structured in a group-teaching setting: A lead teacher (Teacher of Record) will direct the instructional assistants and paraprofessionals working in their classroom. If the lead teacher is absent, the instructor with the most experience should step into the leadership position, guiding other IA's, paraprofessionals, and Guest Teachers, and interpreting the lesson plans for the day.

USS Positions that require a Guest teacher:

- ***Resource Classroom Assistants/Developmental Preschool Assistants*** – Resource/Developmental Preschool classroom assistants are assigned to a specific special education resource or developmental preschool teacher and will have a variety of assigned duties throughout the school day. This may mean being in several different classrooms throughout the day or within one classroom during the day. Resource/Developmental Preschool classroom assistants teach/reteach skills and implement the student's IEP to support their individual academic and social growth.
- ***Special Programs Assistants (e.g., Essential Skills Functional Academics, Essential Skills Life Skills, Intense Intervention)*** – Program assistants are assigned to a specific special education program teacher and will have a variety of assigned duties throughout the school day. This may mean being in several different general education classrooms throughout the day or within the program classroom during the day. Program assistants teach/reteach skills and implement the student's IEP to support their individual academic and social growth.
- **1:1 Assistants** - One-on-one assistants are assigned to students with more significant needs as determined by the CCC. 1:1 assistants may help within the classroom with other students who have varying needs. However, they are primarily assigned to help a specific student throughout the day to support their individual academic and social growth.

2. Areas of Eligibility

In order to be eligible for special education services, a student must meet requirements under one or more of these eligibility classifications per Article 7 (see **Law** section).

Autism (ASD)

Autism is a developmental disability which usually affects communication and social interaction. This is a lifelong disability characterized by impairments in communication, learning and reciprocal social interaction generally evident by age 3.

General Characteristics:

- May have difficulty with social interactions (playing or relating to children and adults)
- May engage in repetitive activities (repeating phrase/story, performing same motor task over and over)
- May be resistant to changes in routine
- May exhibit unusual responses to environment (sensitive to sounds, lights)
- May have varying levels of intelligence (many children with autism are average or above average intelligence, some also have mental retardation)

Teaching Strategies:

- Students need consistency, and a highly structured and predictable schedule
- Students need time to prepare for schedule changes

Deaf-Blind (DB)

Deaf-Blind is a concomitant hearing and visual impairment, which causes severe communication or other developmental and educational problems. Students with dual sensory impairments include: Those who are deaf and blind, those with hearing/visual impairments of mild to severe degree with additional learning or language disabilities, those with severe multi-handicaps due to central nervous system dysfunction.

See strategies and characteristics under Hearing and Low Vision

Developmental Delay (DD)

Developmental Delay is an eligibility category solely for students ages 3-5 years who are not yet in kindergarten. Developmental Delay means a significant delay in one or more of the following developmental areas:

–Receptive or expressive language; Cognitive development; Gross or fine motor developmental; Social or emotional development; or Self-help or other adaptive development.

See strategies for Speech/Language, Intellectual Disability

Emotional Disability (ED)

An emotional condition that, over a long period of time and to a marked degree, consistently interferes with student's learning progress. Emotional conditions include, but are not limited to the following: A tendency to develop physical symptoms or fears associated with personal or school problems a general pervasive mood of unhappiness, an inability to build or maintain interpersonal relationships, or inappropriate feelings under normal circumstances. Students' behaviors may either be aggressive in nature (striking out, uncooperative) or conflicts such as depression or anxiety which may cause the student to withdraw. It is often difficult to determine the cause of an emotional disturbance.

General Characteristics:

- May exhibit inappropriate types of behavior or feelings
- May seek attention by aggression
- May be uncooperative
- May have trouble getting or keeping friends
- May resist authority

Teaching Strategies:

- Consistently follow the student's behavior intervention plan.
- Understand what might trigger a student's non-compliant behavior and work with the student to de-escalate any problems.
- Teach the child that it is their behavior that is inappropriate, not them as a person.
- Physical restraint should only be used by trained individuals when a student is in danger of harming him/herself or others and as outlined in the behavior intervention plan. Remember, the student's misbehavior may be a manifestation of his/her disability and may or may not be beyond his/her control. .
- Help the student to understand appropriate vs inappropriate behavior.
- Don't hold grudges or take issues personally—start each day with a “clean slate”.
- Show respect to students in spite of their continued behaviors.

Deaf or Hard of Hearing

Hearing impairment is a hearing loss that: With or without amplification adversely affects educational performance and developmental progress; may be permanent or fluctuating, may be mild or profound in nature, may be unilateral or bilateral; and may also be referred to as hard of hearing or deaf. There is a wide range of hearing loss. Some children may only hear very loud sounds while others hear normally except for specific low or

high pitches. The term deaf implies that a person has a very severe hearing loss and relies primarily on lip reading or sign language for communication.

General Characteristics:

- May be language and speech delay
- May have different voice characteristics
- May misunderstand information presented
- May have difficulty understanding concepts that are not concrete
- May take things literally

Teaching Strategies:

- Use as many visual cues as possible.
- Speak clearly and at a normal pace.
- Face the student when talking.
- Get the child's attention before speaking.
- Make sure child is seated close to speaker.

Specific Learning Disability (SLD)

It is a life-long condition characterized by severe specific deficits in perceptual, integrative or expressive process that severely impair learning efficiency. This may be manifested in disorders in listening, thinking, speaking, reading, writing, spelling and/or math. Eligibility determination is based on "insufficient progress" after the student has received "appropriate, research-based instruction.

General Characteristics:

- Has average to above average intelligence
- May be distractible/easily frustrated
- May have low self-esteem
- May have difficulty processing information either visually or through auditory.

Teaching Strategies:

- Teach the student compensation strategies.
- Implement appropriate accommodations as outlined in the student's Individual Education Plan (IEP)
- Rephrase directions and text as necessary

Intellectual Disability (ID)

A mental disability is demonstrated by significant delays in intellectual functioning and adaptive functioning and adversely affects educational performance. (An Intellectual Disability is further classified as mild, moderate, or severe in nature.

General Characteristics:

- May require significantly more time and repetition to learn things
- Extremely immature for age (i.e. a 9 year old, may seem like a 4 year old)

Teaching Strategies:

- Keep instructions concrete; give one direction at a time
- Provide lots of practice opportunities.
- Demonstrate, model, and provide visual cues to the student regarding the assigned task or expected behavior. .
- Allow student to be as independent as possible.

Multiple Disabilities (MD)

Multiple Disabilities means two or more coexisting disabilities, one of which must be a significant Intellectual Disability. The coexisting disabilities are lifelong and interfere with independent functioning, and it is difficult to determine which disability most adversely affects educational performance, For example, a student may have a

significant Intellectual Disability along with physical and/or sensory (hearing or vision) disability. This term does not include deaf-blind. See characteristics and strategies for specific areas depending on student needs

Orthopedic Impairment (OI)

An orthopedic impairment is a physically disabling condition which is determined to be a serious impairment of a student's locomotion or motor functions and which adversely affects educational performance. The term may include impairments caused by congenital anomaly, disease such as muscular dystrophy, or impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause impairments.

General Characteristics:

- May have difficulty controlling limbs
- May exhibit Involuntary movements
- May need assistance with toileting, eating and activities of daily living
- May need no assistance with basic physical needs May have average to above average intelligence

Teaching Strategies:

- Remove or accommodate barriers for student
- Allow students to be as independent as possible
- Speak to person at eye level (sit down if they are in wheelchair)

Language or Speech Impairment (SLI)

A Language or Speech Impairment is characterized by one of the following impairments that adversely affects the student's educational performance:

Language impairments in the comprehension or expression of spoken or written language affect the students' primary language systems: word retrieval, phonology, Morphology, Syntax, Semantics, and Pragmatics.

Speech impairments may include one or more of the following:

- Articulation disorders that are incorrect productions of speech sounds such as substitutions or additions
- Fluency disorders that are disruptions in rhythm of speech, occur often, and are markedly noticeable to the student or listener
- Voice disorders that are abnormal productions of pitch, intensity, resonance or quality
- Language disorders that are impairments in the comprehension or expression of spoken or written language
- A severe communication deficit which may require the use of an augmentative system such as gestures, sign language, picture/word/sentence boards or electronic devices (includes students who are "nonverbal" or do not have vocal language)

General Characteristics:

- May have a delay in language concepts (sentence length, vocabulary)
- May be difficult for others to understand

Teaching Strategies:

- Model appropriate speech and language at or slightly above student's level.
 - Don't speak for student.
- Encourage student.
- Ask student to repeat if you did not understand.
- Allow enough time for student to respond.

Blind or Low Vision

A vision loss that, even with best correction, adversely affects educational performance. A student is considered blind when they cannot successfully utilize vision as a primary channel for learning and exhibits such a low degree or amount of visual acuity or visual field that vision is not considered as a primary mode of learning. A student with low vision exhibits a reduced visual acuity or limited visual field that inhibits optimal processing of information through the visual modality and requires modification to enable the student to benefit from the educational program.

General Characteristics:

- May tire easily visually.
- May need assistance in moving from place to place

Teaching Strategies:

- Don't lead child if assisting in walking (sighted guide).
- Let the student take hold of your arm.
- Speak directly to the child and let child know who you are if unfamiliar.
- May need magnifying glass, large print books or Braille.

Other Health Impairment

A medical condition that adversely affects a student's performance and is manifested by limited strength, vitality, and alertness due to chronic or acute health problems. It may also be manifested by heightened alertness to environmental stimuli that results in limited alertness with respect to educational performance.

General Characteristics

- May include medical diagnoses such as ADHD, ADD, , or any other disorder diagnosed by a medical doctor that the case conference committee determines is interfering with the child's learning

Teaching Strategies

- May need assistance with filling out planner—do not do it for them
- May need prompts to remain on task
- May need assistance with movement or need frequent breaks
- May require strategies and/or accommodations as outlined in the students Individual Education Plan or Behavior Intervention Plan in order to access the general education curriculum.

Traumatic Brain Injury (TBI)

Traumatic Brain Injury is an acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as: Cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech.

General Characteristics

- May have difficulty with retaining information
- May have difficulty with time concepts

Teaching Strategies

- Visual and auditory presentation of material
- Planner assistance
- Repetition of material in different ways

Common Acronyms used in Special Education

ACR	Annual Case Review
ADHD	Attention Deficit Disorder/Hyperactivity Disorder
ARTIC	Articulation
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BIP	Behavioral Intervention Plan
CCC	Case Conference Committee
EC	Early Childhood
ESY	Extended School Year
DP	Developmental Preschool
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
IA	Instructional Assistant
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan/Program
ISTEP	Indiana Statewide Test of Educational Proficiencies
ITP	Individual Transition Plan
LRE	Least Restrictive Environment
MTSS	Multi-Tiered Systems of Support
ODD	Oppositional Defiant Disorder
OCD	Obsessive Compulsive Disorder
OT	Occupational Therapist
PAR	Public Agency Representative
PT	Physical Therapist
RTI	Response to Intervention/Instruction
SLP	Speech Language Pathologist
TOR	Teacher of Record
TOS	Teacher of Service
USS	Unified Student Services
UP	Universal Preschool

ROLES AND RESPONSIBILITIES

- Support student(s) within a classroom-school environments
 - Resource classroom
 - Essential Skills classroom (Life Skills, Functional Academics, Autism)
 - Intense Intervention or Behavior Resource
 - As a one-on-one
 - SOARS Program
- Assist in implementing a student's individual academic and/or behavior accommodations or modifications.
- Pre-teach and/or Reteach Academics/Social Emotional/Executive Functioning Skills
- Coach/Support colleagues
- Assist with feeding
- Assist with personal hygiene and toileting needs
- Behavioral support

- Collect Data
- Support students during employment opportunities or community-based outings
- Other duties as assigned by TOR, building, or district administrator

EXPECTATIONS FOR WORKING IN A SCHOOL

- Respect the dignity, privacy, and individuality of all students, their family, and staff.
- Maintain Confidentiality.
- Show interest in students and adapt instruction to their unique learning styles.
- Recognize the teacher as the lead in the setting.
- Discuss concerns and questions about the teacher or their teaching methods with the teacher at an appropriate time, i.e., after, not during, instructional period.
- Readily share information about students and the educational setting with the teacher.
- Refer concerns about the students, parents, teachers, administrators, and community members to the supervising teacher.
- Be cooperative and honest with all staff, administrators and support staff members.
- Do not communicate student progress or concerns to parents or others unless directed to do so by the supervising teachers.
- Recognize that the supervising teacher has the ultimate responsibility for instruction and management of the educational environment.
- Ask the supervising teacher for direction and guidance when questions arise.
- Attend district and building professional development opportunities that are presented throughout the year.
- If a family seeks to employ an instructional assistant in their home, please contact your building administrator for advice.

EXPECTATIONS FOR WORKING WITH STUDENTS

- Become aware of the specific needs of the students. Read through the student's Individualized Education Plan (IEP). Understanding the student's plan and goals helps eliminate confusion and provides a better understanding of what the expectations are for the student.
- Allow students to be as independent as possible. Know students' limitations and abilities. Hovering over them and doing too much for them can hinder their progress toward independence.
- Be positive with each child. Give many verbal and non-verbal praises.
- Be very careful in regard to age-appropriate hugging and touching.
- Use hand over hand procedures or physical prompts only after you have been trained, and it has been approved by your teacher.
- Avoid sarcasm. Many students do not understand sarcasm.
- Treat each child as an individual.
- Be kind, consistent and firm.
- Ask the teacher to demonstrate new tasks or skills: observe the teacher, and then ask the teacher to observe you until both of you are comfortable with that skill.

BEHAVIOR STRATEGIES

- Students should be taught behavioral expectations. They may not understand what you want them to do as easily as other children. Do not assume they know just because they are a certain age.
- Use positive behaviors to support and reinforce students for attempting to or staying on the group/individual plan.

- Know when to choose your battles, getting students to their ultimate goal does not have to be a battle of wits. Avoid power struggles.
- To increase behavior momentum, use clear commands with less than 5 words in the sentence and give the student time to process the information.
- Offer choices.
- Make simple requests (“sit down please”) and demonstrate.
- Do not use the term “bad” (as in “your behavior is bad”), use “inappropriate” or “unacceptable”. It is the behavior that is inappropriate or unacceptable, not the students themselves.
- Follow through with all discipline and rewards.
- Maintain a positive attitude.
- Give immediate feedback; encourage students to correct mistakes.
- Let the students know when they do well. Show enthusiasm.
- At all times, encourage students to think through situations and be independent.
- Give one direction at a time.

QUESTIONS TO ASK SPECIAL EDUCATION/GENERAL EDUCATION TEACHERS

- Clarify lunch and break hours based on student’s needs.
- What records are you responsible for keeping?
- What are the playground rules and regulations?
- Where are the supplies kept and how are they obtained?
- What is the line of communication and authority you are to follow?
- How should you respond when a parent asks about their child’s functioning in the classroom?
- What student records are available to you?
- What is expected of you in terms of student discipline?
- What course should you follow if you feel that you do not have enough to do?
- What is expected of you in terms of confidentiality of student records?
- How should you communicate if you need to be out?
- How will the teacher of record communicate if they will be out?

HELPFUL TIPS

- See the person who has a disability as a “person” first—like anyone else. Use person first language (i.e. Katie has Autism, not Katie is Autistic.)
- Celebrate what the person can do. Remember that difficulties may stem more from society’s attitudes and environmental barriers than from the disability.
- Always ask a person with a disability if they want assistance before you help them.
- Speak directly to the person with a disability rather than through a third party. Help draw the person into the group. If the subject of the disability comes up, discuss it with the person rather than with others who may not be present.
- Be considerate of the extra time it might take the person with disability to get things completed.
- Guide each student toward independence!
- Develop a relationship with each student. Find out their interests in and out of school.
- Give them personal space and teach them to respect the personal space of others.
- Give them ownership of their work and space (even the smallest things, desk, backpack, paper, are important to students).
- Notice body language of students and learn to anticipate their next move (i.e. what triggers their difficulties within their day and how can you help them through it?)
- Understand the student and how the disability is manifested.

- Obtain information about the student's learning style, needs and preferences.
- Be proactive and do what is necessary to maintain a relationship of trust with teacher(s) and student(s) you serve.
- **Fair is not always equal.** For example, extended time on an activity would be helpful to everyone, but it is not needed for all students. A student's accommodations are put in place based upon the individual needs of the student in order to access the general education or special education curriculum.
- Familiarize yourself with individual Behavior Intervention Plans and unique learning needs of the students with whom you will be working. Learn how to read the basics of an IEP (specifically, where to find the accommodations and modifications and what to do with them).
- **Keep all information confidential.**
- Learn how to provide the basic accommodations, such as extended time, scribe, using a graphic organizer, and helping a child take sensory breaks.
- When administering progress monitoring assessments remember to follow all standardized instructions and check and recheck for accuracy.

THE BEST INSTRUCTIONAL ASSISTANT

- Needs to be flexible, as student schedules, student assignments, techniques, and routines are all subject to change.
- Follows through with instructions of building admin/TOR and team of professionals. Regards all team members with respect, realizing all are important contributing members to the student's progress.
- Needs to be a willing learner. Listens, asks questions, follows instructions and asks for clarification from building admin/TOR. Always directs questions and concerns to the TOR first, who then routes questions and information.
- Keeps accurate records as instructed by TOR, such as program data, contacts from parents and any concerns or observations about a child's health and safety, etc.
- Keeps information about students and their families private and confidential as Public Law 105-14 (IDEA) and FERPA require. Understands what is heard and seen in school is confidential. Information is not to be used as conversation or gossip with staff or in the community.
- As situations arise with students or others, remember to STOP, THINK, and then ACT.
- Mature attitude and behavior are a must.
- Realizes the importance of listening to instructions and training in techniques. Views work with students as important. Therefore, any details, observations or concerns about a student are noted and reported to the teacher of record and/or general education teacher.
- Views work as a challenge not as insurmountable obstacles. Utilizes follow-through, creativity and persistence.
- Has a strong belief in the importance of working with students. Realizes the negative or positive image one can give to others through comments, gestures, expressions and behaviors. Therefore, chooses to emphasize the positive "We can!" attitude knowing that trying on a daily basis eventually leads to success.
- Believes that ALL students can learn and contribute to their community.
- Has fun with students.

D. ABSENCE MANAGEMENT (ASEOP)

Account Access

You will receive an email from Rapid Identity to claim your ZCS username. (this is only a username – not an active email) A welcome letter will be e-mailed to you once all of your paperwork has been processed. You are then required to attend your pre-employment meeting – to complete your I9 and pick up your ID badge. **You will not have access to jobs on AESOP until you have completed this meeting with the subcoordinator.**

To access your account visit the ZCS District website > Teachers/Staff Resources > Absence Management System. You can also call: **1-800-942-3767**.

You can also download the Frontline app to your smart device. An e-mail will be sent to you with more information on how to do this.

How Absence Management Works

1. A teacher enters an absence directly into absence management via the internet or phone.
2. If the absence requires a sub, the system will work to fill it by calling qualified and available subs. Qualified subs will also be able to call absence management and view jobs online.
3. Once the absence is filled, the administrator of the school can be notified via email. Administrators will also be able to view reports showing the status of all absences at their location.

Home Page / Dashboard

Four tabs appear at the top of your screen: **Available Jobs**, **History**, **Feedback**, and **Preferences**. Underneath these tabs are three month calendars that show scheduled jobs (blue), available jobs (green), and non-work days (gray). You can make changes and view jobs by clicking on the calendar or by clicking on the tabs below.

The screenshot displays the 'Absence Management' dashboard. At the top, there are navigation tabs: 'Available Jobs', 'History', 'Feedback', 'Preferences', and 'Frontline Support'. Below the tabs are three month calendars for March 2018, May 2018, and another month (partially visible). The March calendar shows a 'Non Work Day' on March 4th (gray), 'Jobs are available on this date' on March 12th (green), and a 'Future Assignment' on March 25th (blue). The May calendar shows a 'Future Assignment' on May 25th (blue). Below the calendars is a table titled 'Available Jobs' with columns for Date, Time, Duration, and Location. The table lists two jobs: one for Carney, Beth (4th Grade) on Wed, 3/21/2018, and one for Megli, Kimberly (1st Grade) on Thu, 4/12/2018. Each job entry includes a 'Reject' button and an 'Accept' button.

Date	Time	Duration	Location
Carney, Beth 4th Grade			
Wed, 3/21/2018	11:00 AM - 2:45 PM	Half Day PM	Pleasant View Elementary
Megli, Kimberly 1st Grade			
Thu, 4/12/2018	11:00 AM - 2:45 PM	Half Day PM	Boone Meadow Elementary

Viewing the Job Details

All the important job details are here, like the name of the employee you will be subbing for, the location of the job, the date and time of the job, and more. Other details about the job (notes, attachments, and multi-day jobs) will show here too.

Date	Time	Duration	Location
Carney, Beth 4th Grade			
Wed, 3/21/2018	11:00 AM - 2:45 PM	pm Half Day PM	Pleasant View Elementary

Cancelling a Job

Guest teachers may cancel assignments through Absence Management (formerly *Aesop*) if they do so **more than** 48 hours prior to the start time of that assignment.

1. Select the “Scheduled Jobs” tab.
2. Identify the job you wish to cancel; you will see a red **Cancel** button.
3. After you have canceled the absence, you will see a pop-up letting you know the absence has been successfully cancelled.
4. If the start time is within 48 hours, contact the subcoordinator.

Please Note: Cancellations within the 48-hour window must be reported to the Subcoordinator (317-873-2858 ext. 11210). Assignments should not be cancelled on the morning of the assignment, unless there is an emergency.

Manage Your Preferences

With absence management, guest teachers can: plan their schedules ahead of time, choose Non-Work Days, specify which schools they prefer to work at, adjust call times to fit their schedule, view work history, and receive phone and e-mail notifications of available jobs.

E. HUMAN RESOURCES PORTAL

1. Central: Updating Payroll and Personal Information
 - a. To update employment information, including direct deposit, tax deductions, and contact information, etc employees must create a new form in [Frontline Central](#). This ensures that the information will be updated in all the appropriate systems necessary.
 - i. Log in to the **Frontline Central** using the ZCS Credentials
 - ii. Select the **My forms** tab.
 - iii. Click **Forms I can start**
 - iv. Select the form you would like to update by clicking **Start Form** (on the right hand side)

Questions? Please contact the Subcoordinator

Email: Subcoordinator@zcs.k12.in.us

Call: 317-873-2858 ext. 11210

Text Only: 317-732-5038



Zionsville Community Schools