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Substitute Training 2026-2027

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Just for you!

HOME > WHO WE ARE > DEPARTMENTS > HUMAN RESOURCES

Substitute Resources



SmartFind Express Login

+ How to Apply

+ Training Resources

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Purposes for Today's Training

1️⃣ Time to talk with you about what we would like you to know and do when you are in the classroom

2️⃣ Review required health and safety procedures and open the lines of communication with you to make sure we always provide the best experience for you as a BC substitute.

Disclaimer: We will definitely tell you some things you already know and do. That is why we are glad you sub for us. 😊

ACCESS: HARDWARE

- MacBooks are available for check out in each of the libraries for use during the school day (when you are subbing)
- Email is accessible on any web enabled device (via the district website)

- Access on personal devices:
  - BC technology staff cannot add email to personally owned devices (example: cellphones, laptops, tablets)
    **due to liability
  - If you would like to have email on your phone: Use the GMAIL App.

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Today's Training

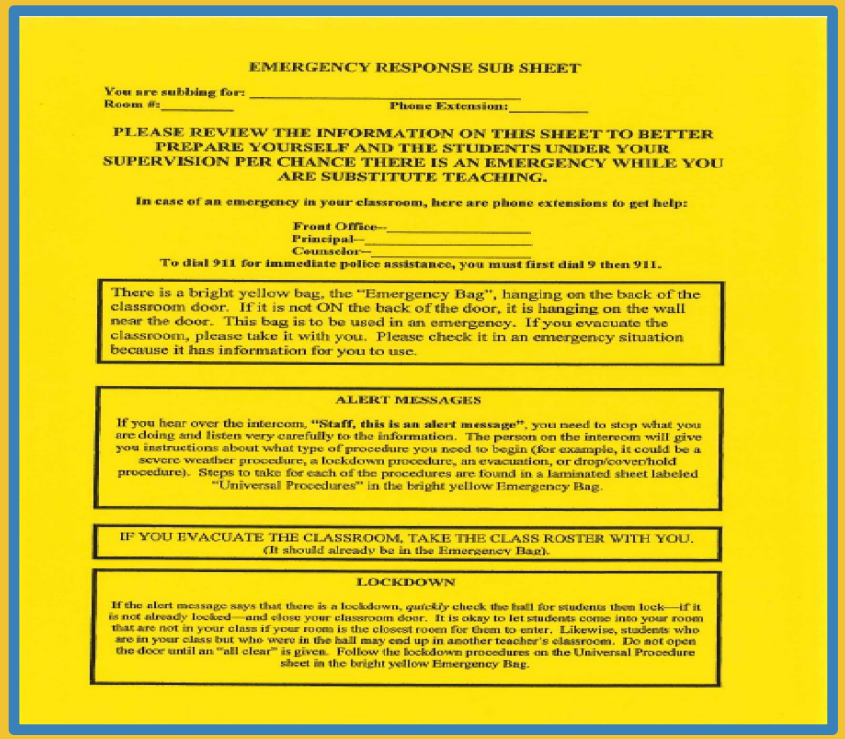
1) Instruction and Classroom Management
2) Confidentiality, Bloodborne Pathogens
3) School Safety, Bullying, Safety Procedures
4) Health Emergencies
5) Restraint and Seclusion
6) Sexual Harassment
7) Child Abuse and Suicide Prevention
8) Answer Questions

BCS EMERGENCY PROCEDURES

 Emergency Backpacks

- There should be one in every room. If you change rooms during the day, the backpack stays in the room. It is only taken out of rooms during drills and actual emergencies (or field trips).
- Keep an updated roster(s) in your Emergency Backpack.
- Your backpack should also have a Universal Procedure Card, a Person Accountability Form to fill out during lockdowns and evacuations, and a Red Card for your exterior window—only to be used in a real emergency if you have someone in your room in a life-threatening medical situation.

EMERGENCY RESPONSE SUBSTITUTE TEACHER SHEET



EMERGENCY RESPONSE SUB SHEET

You are subbing for: _____
Room #:_____ Phone Extension:_____

PLEASE REVIEW THE INFORMATION ON THIS SHEET TO BETTER PREPARE YOURSELF AND THE STUDENTS UNDER YOUR SUPERVISION PER CHANCE THERE IS AN EMERGENCY WHILE YOU ARE SUBSTITUTE TEACHING.

In case of an emergency in your classroom, here are phone extensions to get help:

Front Office–_____
Principal–_____
Counselor–_____
To dial 911 for immediate police assistance, you must first dial 9 then 911.

There is a bright yellow bag, the "Emergency Bag", hanging on the back of the classroom door. If it is not ON the back of the door, it is hanging on the wall near the door. This bag is to be used in an emergency. If you evacuate the classroom, please take it with you. Please check it in an emergency situation because it has information for you to use.

ALERT MESSAGES

If you hear over the intercom, "Staff, this is an alert message", you need to stop what you are doing and listen very carefully to the information. The person on the intercom will give you instructions about what type of procedure you need to begin (for example, it could be a severe weather procedure, a lockdown procedure, an evacuation, or drop/cover/hold procedure). Steps to take for each of the procedures are found in a laminated sheet labeled "Universal Procedures" in the bright yellow Emergency Bag.

IF YOU EVACUATE THE CLASSROOM, TAKE THE CLASS ROSTER WITH YOU. (It should already be in the Emergency Bag).

LOCKDOWN

If the alert message says that there is a lockdown, *quickly* check the hall for students then lock—if it is not already locked—and close your classroom door. It is okay to let students come into your room that are not in your class if your room is the closest room for them to enter. Likewise, students who are in your class but who were in the hall may end up in another teacher's classroom. Do not open the door until an "all clear" is given. Follow the lockdown procedures on the Universal Procedure sheet in the bright yellow Emergency Bag.

- Teachers are asked to keep an updated Emergency Response Sub Sheet in their substitute teacher plan/folder.
- It is on a bright yellow piece of paper and contains quick info.
- If students have specific medical or behavioral needs, teachers have been told to indicate this in their sub plans in a confidential manner and have also been asked to remind the substitute teacher to be confidential with this information. There should be a copy of students' individualized health care plans (if they are available) in the sub folder.
- Do NOT send any student with diabetes, that is not feeling well, alone to the office.
- Call the front office or school nurse with ANY concerns/questions.

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Universal Procedures

- Be familiar with the **SIX Universal Procedures** on the card in your backpack:
  - **Evacuation** (when conditions are safer outside than inside)
  - **Reverse Evacuation** (when conditions inside are safer than outside)
  - **Severe Weather**
  - **Shelter in Place** (for use in external gas or chemical release)
  - **Lockdown** - Law requires us to have TWO every year.
  - **Drop, Cover and Hold** (earthquake or other imminent danger to building)

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Evacuation Routes

- The law requires all rooms to have a primary and secondary evacuation route posted, along with that room's severe weather location indicated on it.
  - Your primary exit route will be indicated in **RED**.
  - Your secondary exit route will be indicated in **BLUE**.
  - Your severe weather location will be indicated in **GREEN**.

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Important Safety Reminders

- State law requires that "**all classroom doors be locked during instruction** if the door can be locked from the outside and open from the inside without a key".
- If you see a visitor in the building WITHOUT a **visitor's badge/sticker from Raptor**, either escort the person to the office to properly check-in or call the front office to report there's a visitor without identification in the building.
- Keep all exterior doors locked during the school day. Don't prop them open.

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Active Shooter

- Any staff can initiate a lockdown
- Be familiar with lockdown procedures and response

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Types of Lockdowns in schools

- Situational Awareness Lockdown
  - School functions as normal inside
  - Restrict visitor access
  - Staff and students may exit the building through the main entrance only
- Soft Lockdown
  - Instruction continues, but all students and staff must stay in the classroom behind locked doors.
  - Lunch is served in the classroom
  - No entrance or exit of the school other than law enforcement
- Hard Lockdown
  - Full emergency situation
  - Locked doors, lights out, windows covered, and silent

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Threats

- All threats are not created equal—some are much more serious than others.
  - There is a very specific protocol to assess serious threats. Your Principal, Assistant Principal and/or Guidance Counselor can assist you in determining if a threat needs further evaluation.

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Restraint and Seclusion

- Physical restraint is only permitted when the student's behavior poses an imminent danger of physical harm to self or others.

- If a student is demonstrating dangerous behavior, please contact the office immediately for assistance. Do not attempt to restrain the student yourself.

Restraint and Seclusion contact - **Administrators**

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Subbing Basics

1) Always dress appropriately
2) Please **assume the supervision duties of the teacher**, unless someone tells you they have it covered.
3) See arrival times for each building and check-in with the front office.

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Schedule

- Schools open 30 minutes prior to first period

School	Substitute Arrival Window	Student Arrival Window	Dismissal
PES	7:10-7:20	7:20-7:50	2:45
JCES	7:10-7:20	7:20-7:50	2:45
WES	7:25-7:35	7:35-8:05	3:05
BCMS	7:20-7:30	7:30-8:00	3:00
BCHS	7:25-7:35	7:35-8:05	3:10

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What is your priority in the classroom?

Students are always trying to read what our priorities are, and we communicate that through our actions whether we mean to or not.

We want the priorities you communicate to be:

I am interested in you as students and what you will do today

I want to do exactly what the teacher left for us to do

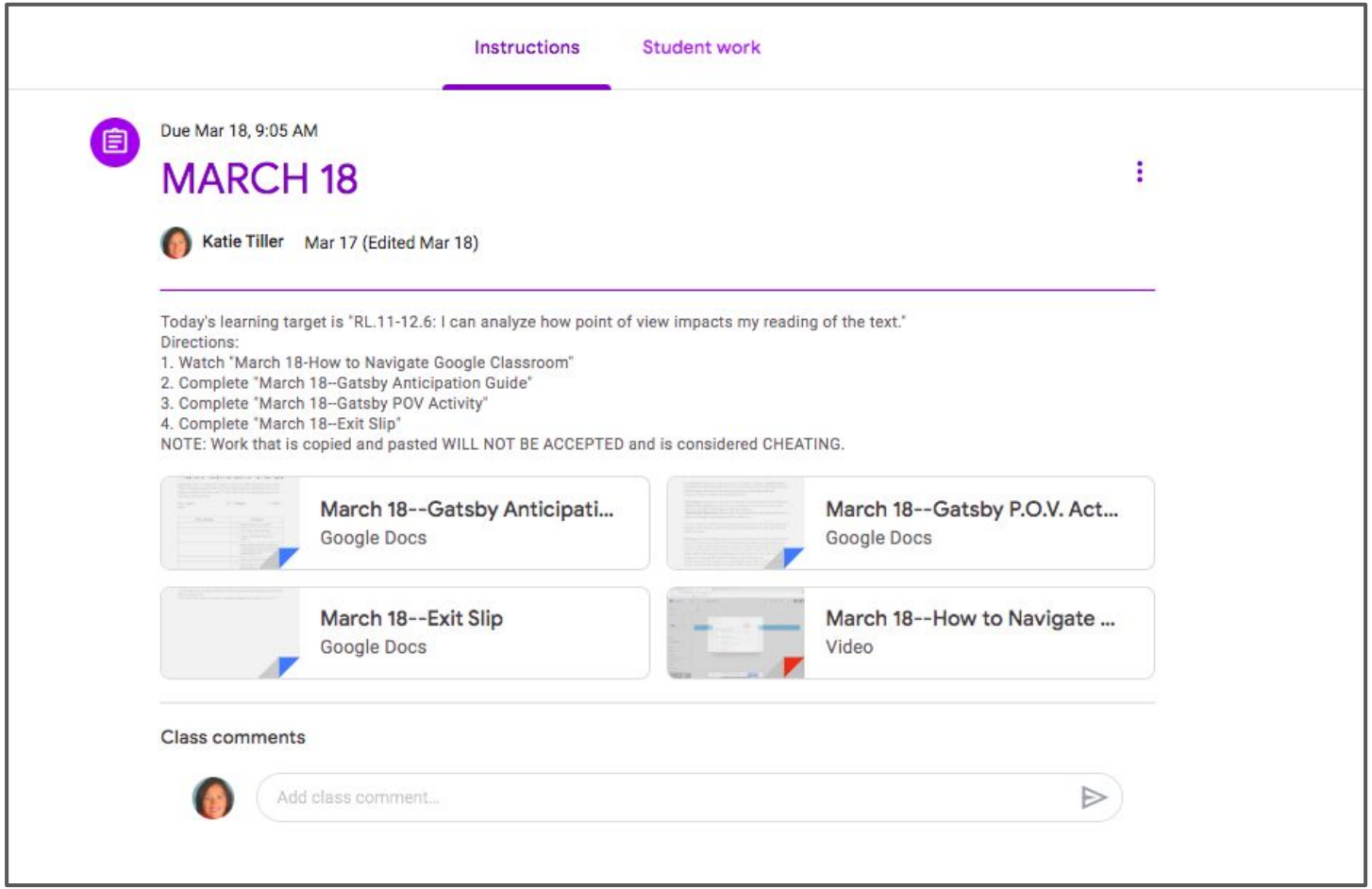
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How do I communicate my priorities?

- Meet and greet students as they enter during each period or transition
- Circulate as you teach and as the students work
- Reference the teacher's written plans and the timeline for the lesson often and stick to it
- If you sit, do so that you are visible to the students with your full attention on them. Circulate regularly.

Google Classroom



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Teaching The Lesson 💻📒📚

A typical lesson for us looks like this (Steps In An Ideal Lesson)

1) **Flashback**
2) **State the learning target (“I can…”)**
3) **The hook (anticipatory set)**
4) **Body of the Lesson**
5) **Checks for understanding**
6) **Reference the learning target again**
7) **Formative assessment (exit slip)**

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Classroom Management

1. Stick to the lesson plan – don't get off on tangents
2. Rule: A teacher should only lecture 1 minute per year of age of the student. After this time period, something different must happen before you can lecture again. Allow students to interact (talk, etc.), but you control the structure (discuss this question with a partner, team discussion, etc.)
3. Be firm, but pleasant
4. Set expectations at the beginning of class and then get right to learning. Stating expectations is good, but getting to business (learning) sends the right message and sets the tone.
5. Circulate the room often
6. Use those around you (teachers across the hall, etc.)
7. When all else fails, send students to the principal

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Confidentiality

- **Confidentiality -** It is unprofessional and illegal to disclose confidential information about students. You should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.

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Confidentiality Continued

- Do not gossip or discuss incidents about classes or students.

  This applies in the teachers' lounge at school and in the community. Please ask advice of school personnel about how to deal with certain students or classes, but do not let the conversation develop into one of complaining, ridiculing or spreading rumors about students or staff.

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Student Discipline

Treatment of Pupils

- Student disciplinary measures should not be administered in a manner that is humiliating, degrading, or unduly severe or in a manner that would cause the pupil to lose status before his/her peer group. Teachers should guard against making remarks to other pupils concerning a student's shortcomings.

School Discipline Contact - **Administrators**

Tips to de-escalate a student? Try…

- Praise students frequently
- Speak in a clear, calm voice
- Use simple, concise language when giving directions
- Be mindful of personal space
- Be empathetic and understanding
- Maintain a neutral demeanor
- Offer the student a supervised break



Remember **“low and slow”** when approaching or speaking to an escalated student - low and slow voice, low (on their level) and slow (calm demeanor) physical approach as well!

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Sexual Harassment

- Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:
  - Quid pro quo sexual harassment,
  - Unwelcome conduct / hostile environment, and / or
  - Sexual assault, dating violoence, domestic volience or stalking
- Sexual harassment is illegal and has lasting effects for all involved.
- Employees who believe or have been made aware that they or any other employee, student, or visitor has been subject of sexual harassment shall report it to the building principal or other district administrator. Failure to report could result in disciplinary action.

Board Policy 03.1621 / 03.2621

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Bullying/Harassment

- Bullying/harassment is illegal and has lasting effects for all involved.
- Employees who believe or have been made aware that a student has been subject of bullying/harassment shall report it to the building principal or other district administrator. Failure to report could result in disciplinary action.

Board Policy 03.1621 / 03.2621

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Bloodborne Pathogens

- Are viruses, bacteria and other microorganisms that are carried in the bloodstream and can cause disease. The most common BBPs are HIV, Hepatitis B virus, and Hepatitis C virus. Hepatitis can live on surfaces for weeks. Preventing exposure is the key to preventing transmission.
- People may be symptom free so treat all people as if they “might” have a bloodborne pathogen.
- If a student or staff member may come in contact with blood or “other potentially infectious materials”, e.g., human bodily fluids, it is crucial to put a barrier between yourself and that person.
- The single best way to create a barrier is to wear medical (nitrile) gloves when assisting the person. Wash your hands after removing the gloves and do not reuse the gloves. Hand Hygiene/Glove Video
- Always request custodial assistance in cleaning up blood or other bodily fluids.
- If you are exposed to the blood or bodily fluid of another person while substitute teaching, wash the area thoroughly & inform the school nurse immediately.

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Seizures

- Stay calm and keep the student safe
- Notify the office
- Time the seizure and follow the care plan
- Provide reassurance afterward



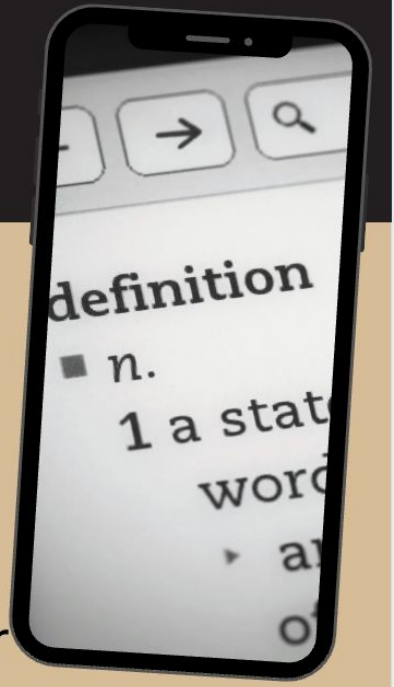
WHAT IS SB 181?

Requires ALL KY school employees and volunteers to use board-approved, traceable communication systems when electronically communicating with students.

- GOOGLE SUITE
- PARENT SQUARE
- GoGuardian
- Class Dojo
- EKU/BCTC Platforms
  - Microsoft Outlook
  - BlackBoard
  - StarFish
  - Canvas
  - Slate (CRM)
- REMIND (until Aug 15)

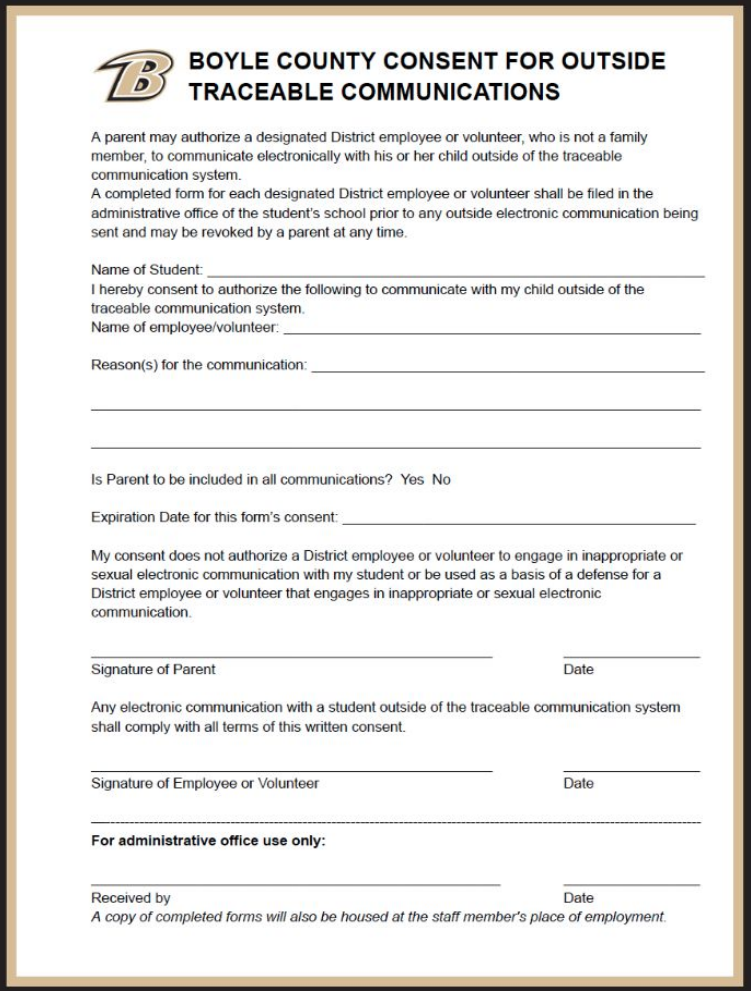


DEFINITIONS



- **District Employee/Volunteer** includes:
  - Administrators, certified/classified staff, volunteers, coaches, student teachers and sponsors.
- **Parent** means the student's legal guardian
- **Family Member** includes parents, siblings, grandparents, aunts or uncles—Stepparents & Foster parents ARE included

EXAMPLE: So, if you're texting your niece who is a student—that's okay. But if it's your cousin? You need a waiver.



BOYLE COUNTY CONSENT FOR OUTSIDE TRACEABLE COMMUNICATIONS

A parent may authorize a designated District employee or volunteer, who is not a family member, to communicate electronically with his or her child outside of the traceable communication system.
A completed form for each designated District employee or volunteer shall be filed in the administrative office of the student's school prior to any outside electronic communication being sent and may be revoked by a parent at any time.

Name of Student: _____
I hereby consent to authorize the following to communicate with my child outside of the traceable communication system.
Name of employee/volunteer: _____

Reason(s) for the communication: _____

_____

_____

Is Parent to be included in all communications? Yes No

Expiration Date for this form's consent: _____

My consent does not authorize a District employee or volunteer to engage in inappropriate or sexual electronic communication with my student or be used as a basis of a defense for a District employee or volunteer that engages in inappropriate or sexual electronic communication.

_____ _____
Signature of Parent Date

Any electronic communication with a student outside of the traceable communication system shall comply with all terms of this written consent.

_____ _____
Signature of Employee or Volunteer Date

For administrative office use only:

_____ _____
Received by Date
A copy of completed forms will also be housed at the staff member's place of employment.

- ✓ **COVERAGE for employees.**
- ✓ **One form per employee + student.**
- ✓ **Applies to students inside our district.**
- ✓ **Can be revoked.**
- ✓ **Copy is housed at student's school.**

OUTSIDE OF YOUR JOB



School employees are more than an educator, they are also....

- **Extended Family, Youth Leaders, Club Sponsors, Mentors and more.....**

SB 181 **still applies**—even if the communication isn't tied directly to your school role. If it involves a Boyle student, you still need to use a board-approved platform or have a waiver.

WHAT ABOUT SOCIAL MEDIA?



- **NOT** an approved student communication platform.
- Should I **“unfriend/unfollow”** students on my personal social media platforms?
  - You do NOT have to- However, **DO NOT** direct message without a waiver (unless they are a family member)
- You can comment on public posts.

NOTE As a rule of thumb, you should NOT be “friending/following” students where the only connection you have is that of a teacher to student.

AUTHORIZED VS UNAUTHORIZED



Here’s a simple breakdown:
✅ Board-approved platforms = OK
✅ Communication with a parent-approved waiver = OK
❌ Personal text, Facebook messages, or unapproved apps = NOT OK



TAKE AWAY?

As a **Boyle** County Employee **ALL** electronic communications with **Boyle** students should **ONLY** happen through board approved platforms --- unless you are a family member OR have a waiver.

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Suspected Abuse

- Suspected child abuse MUST be reported per law!
- The person who directly sees or hears the alleged abuse is the person who should IMMEDIATELY make the report. **Immediately see your building's guidance counselor for assistance if you suspect abuse of a student**. The principal is also required to report the suspected abuse. Refer to policy 09.227 for more info.
- https://prd.webapps.chfs.ky.gov/reportabuse/ReportAbuse.aspx or Ky Child Abuse Reporting

Challenges that a substitute teacher may have in identifying or recognizing who has needs and more specifically when a student may be in danger or who may be suicidal:

- You may not know the student
- Even if you know the student you may not know how the student responds or reacts to situations or others in the classroom
- It may be difficult to know when a student is joking/teasing and when they are being serious
- You are trying to teach and you are in front of a class of students
- You may not know the counselors or who your support people are in the building

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According to data from the U.S. Department of Health and Human Services' report, "Child Maltreatment 2019”, Kentucky had **20,130 cases of child abuse**. The commonwealth's rate of 20.1 per 1,000 children is the highest in the country. West Virginia, which is ranked second, has a rank of 18.7 per 1,000 kids.

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When should I make a report?

When you have knowledge that a guardian or person in a caregiving role:

1. Inflicts or allows to be inflicted upon the child physical or emotional injury
2. Engages in a pattern of conduct that renders the parent incapable of caring for the child
3. Commits or allows sexual abuse
4. Does not provide adequate care
5. Abandons the child
6. Does not follow a court order

Steps for making a report to the Department for Children and Behavioral Services (DCBS)

Kentucky Child / Adult Protective Services Reporting System

https://prd.webapps.chfs.ky.gov/reportabuse/home.aspx

If you are unable to successfully make your report, please call the Child/Adult Abuse Hotline at 1-877-597-2331. If you are experiencing technical difficulty, please call 1-866-231-0003, Option 3, between the hours of 8:00am to 4:30pm Eastern Time, Monday through Friday.

This reporting system has been provided for your convenience to report suspected instances of abuse / neglect which occurred in Kentucky and do not require an emergency response. A situation where a child or adult is at immediate risk of abuse / neglect that could result in death or serious harm is considered an emergency.

- Call your local law enforcement agency or 911 if the situation is a life-threatening emergency.
- If the incident you are reporting occurred outside Kentucky, please Click Here for a listing of State Numbers.
- If you wish to speak to someone, call Kentucky's Statewide Child Abuse Hotline Number 1-877-597-2331 (Toll Free).

Note: By using this website you are making a non – emergency report via email. The email box is not monitored on weekends and holidays; therefore, your information will not be screened by intake staff until the next business day. If your concern is an emergency related to a child or adult, please call the Kentucky Hotline number 1-877-597-2331 (Toll Free).

Suicide Prevention

- Second leading cause of death age 10-24
- 54% adolescent suicide is a same day crisis
- 42% of suicide attempts are related to a relationship crisis
- Youth sucide rate rates have increased 130% since 1980
- Almost always show some warning signs

Suicide is the most preventable form of death

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Youth Suicide

According to the Kentucky Youth Risk Behavior Survey, 15 percent of Kentucky high school students (1 in 7) reported having seriously considered suicide within a 12-month period.

In addition, 17.4 percent of Kentucky middle school students (nearly 1 in 5) reported that they had seriously considered killing themselves at some point in their lives.

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Youth Suicide

Being prepared to work with youth includes knowing how to respond if you think a person is a danger/threat to themselves or another person.

The next few slides will cover the following objectives:

- How to recognize warning signs of suicide
- How to ask the right questions
- How to persuade the person to get help
- How to make the appropriate referral

Suicide is preventable!

Boyle will provide suicide prevention lesson prior to September 15th.



Suicide Clues And Warning Signs

The more clues and signs observed, the greater the risk.

Take all signs seriously.







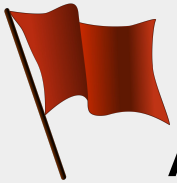
Suicide prevention

Experts agree that you don’t need to be a doctor or trained professional to recognize the signs of suicide in friends or loved ones.

Hopelessness, lack of purpose, or an increased sense of causing burden are important signs to watch. And, if someone is considering suicide or in crisis, never leave them alone.

Strongest Predictors

- Previous suicide attempt
- Current talk of suicide/making a plan
- Strong wish to die/preoccupied with death(i.e., thoughts, music, reading)
- Depression (hopelessness, withdrawal)
- Substance use
- Recent attempt by friend or family member





Additional Warning Signs that a person may be thinking about suicide

1. Loss of interest/pleasure in activities
2. Giving away possessions
3. Dropping hints/clues that you may not be here very much longer
4. Expressing desire to die or not be a burden to others
5. Expressing feelings of sadness, hopelessness, or having no reasons to live
6. Suicidal behaviors that may include making a plan and/or doing something in preparation of ending ones life
7. Change in behaviors, such as being risky
8. Situational Clues

Verbal Clues:

- “I’ve decided to kill myself.”
- “I wish I were dead.”
- “I’m going to commit suicide.”
- “I’m going to end it all.”
- “If (such and such) doesn’t happen, I’ll kill myself.”

Indirect or “Coded” Verbal Clues:

- “I’m tired of life, I just can’t go on.”
- “My family would be better off without me.”
- “Who cares if I’m dead anyway.”
- “I just want out.”
- “I won’t be around much longer.”
- “Pretty soon you won’t have to worry about me.”

Situational Clues:

- Being expelled from school or fired from job
- Family problems or alienation
- Loss of any major relationship
- Death of a friend or family member, especially if by suicide
- Diagnosis of a serious or terminal illness
- Financial problems (either their own or within the family)
- Sudden loss of freedom or fear of punishment
- Feeling embarrassed or humiliated in front of peers

YOU HAVE SUPPORTS

- When in doubt about a student's safety, question appropriately

. Remember: How you ask the question is less important than that you ask it

- When you have information that leads you to think a student may not be safe or in a good place reach out to YOUR SUPPORTS

- If the situation is urgent and you need assistance CALL THE FRONT OFFICE FOR ASSISTANCE



- Are you thinking about ending your life?
- Are you wishing you weren't alive?
- Are you so unhappy that you do not want to live?
- "You know, when people are as upset as you seem to be, they sometimes wish they were dead. I'm wondering if you're feeling that way, too?"

WAYS NOT TO ASK THE QUESTION



"You're not thinking about suicide are you?"

OR

"You're just kidding about killing yourself, right?"

Asking in this way encourages a negative response from the young person you are talking with. It may also imply that your are frightened by the intensity of their feelings.

Similarly, be aware of your own non-verbal clues.

Persuade

- Persuading someone to stay alive and get the assistance that they need is an important step of the process.

- School environments lend themselves to be very helpful in this situation because you have counselors on staff who are willing and prepared to assist.

- Do not expect the student to get the help that they need without your assistance. Remind the student that the way they are feeling is temporary and that you are going to help them get the assistance that they need. Show support and empathy, and try to instill HOPE.

REFER

The best “referral” involves taking the person directly to see the school counselor.

The next best option is to make sure the student is safe, is under observation by an adult, and then you tell the school counselor the warning signs you have observed.

REMEMBER

Since almost all efforts to persuade a young person to live instead of attempt suicide will be met with agreement and relief, don’t hesitate to get involved.