



# **BURGIN INDEPENDENT SCHOOLS**

PO Box B, 140 Burgin-Danville Road, Burgin, Kentucky 40310  
859-748-4000 Central Office, 859-748-5282 School

## **SUBSTITUTE TEACHER MANUAL**

[www.burgin.kyschools.us](http://www.burgin.kyschools.us)

### **Our Mission**

*To engage, enable, and empower students to  
become growing leaders for tomorrow.*

### **Our Vision**

*To be a school where each student can develop to their fullest potential,  
teachers can teach to their potential, and expand learning opportunities for all.*

# BURGIN INDEPENDENT SCHOOLS

## SUBSTITUTE TEACHING OVERVIEW

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

- 1) The Superintendent / designee shall maintain a list of qualified substitute teachers that are employed with the system. Principals / designee shall engage substitutes from this list.
- 2) Substitute teachers shall observe the regular teacher's hours of duty and instructional plan for the day. Substitute teachers will assume the duties of the teacher. (i.e. bus duty, playground duty, hall duty, etc.)
- 3) Substitute teachers shall report to the school's office to complete all paper work and obtain current information before reporting to the assigned room / area.
- 4) Substitute teachers shall check and know the proper emergency procedures for fire, earthquake, etc.
- 5) Corporal punishment shall not be administered to students. If there is a discipline problem, check school policy or obtain proper procedures before starting the assignment.

### **I. BURGIN INDEPENDENT SCHOOL BOARD OF EDUCATION AND STATE DEPARTMENT OF EDUCATION POLICIES CONCERNING SUBSTITUTE TEACHERS.**

1. Substitute teachers shall be certified by the Educational Professional Standards Board, Division of Certification, Frankfort, Kentucky.
2. A person desiring to substitute in the Mercer County Schools shall complete an application packet. The completed forms are then filed in the Central Office.
  1. a) An applicant with a degree must have a minimum of 64 college hours (for an Emergency Certification) and a 2.5 GPA.
  2. b) A copy of certification and original transcripts must be provided by the applicant and filed in the Central Office.
  3. c) Substitutes having "Emergency Certificates" will re-apply with EPSB each year. If you are an Emergency Substitute, you will receive an email from EPSB to complete your Emergency certificate. This needs to be completed each year before signing your contract.
  4. d) Substitutes entering the system for the first time must complete and pass a drug test, have a physical examination with a health certificate, criminal record check (thumb print), W-4 and K-4 tax forms, I-9 form and training.
3. The Superintendent shall inform the Board of properly certified substitute teachers. These substitute teachers shall have a valid teaching certificate and other eligibility requirements on file in the Central Office.
4. Substitute teachers shall observe the **same hours of duty as the regular teacher**. The substitute will continue to report for duty until relieved by the Superintendent or designee.
5. Substitute teachers are paid based on the approved salary schedule located on our website, [www.burgin.kyschools.us](http://www.burgin.kyschools.us).
6. Priority for the selection and employment of substitute teachers. Whenever substitute teachers must be employed to serve during the absence of the teacher of record for the position, the following priority shall be observed in their selection and employment.
  1. a) Teachers who are regularly certified for the position.

2. b) Teachers who are regularly certified for some other professional school position.
3. c) Persons certified on an emergency basis for substitute teaching.
7. Half-day is anything before or after 11:30 a.m.

## **II. REGULATIONS PERTAINING TO SUBSTITUTE TEACHERS**

1. A substitute teacher must be **prompt in attendance**. He / she shall be on duty in the classroom fifteen (15) minutes prior to the opening of school and shall remain until school closes and all staff are dismissed.
2. Upon arrival at school, the substitute is expected to contact the school office for assistance in receiving necessary information; such as, the school schedule, activity calendar, lesson plans, daily schedule, and any materials or instructions left by the regular teacher.
3. The substitute shall assume hall duty, bus duty, or any other responsibilities, which are assigned to the regular teacher on that day. Check with the school office if duties are not in the Substitute Folder Plans.
4. The substitute should check papers as time permits.
5. The substitute shall take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
  1. a) Study the disaster and fire drill routine. Inquire of your neighboring teacher which direction your class should go to vacate the building and which area of the building is considered a safe area for your class.
  2. b) Any child sick or hurt must be reported to the office.
6. The substitute shall help maintain order among students in hallways, cafeteria, lobby, and assemblies as well as in the classroom.
7. The substitute is expected to be present in the classroom at all times during regularly scheduled periods.
8. The substitute shall stand outside the classroom near the entrance while students are passing during class changes.
9. When not supervising, go to the school office for other duties (i.e. planning period)
10. The substitute teacher shall be responsible for the supervision of each student assigned to him / her and shall not permit any student to remain unsupervised within the school building or outside.
11. The substitute shall not send children on errands beyond the limits of the school's property.
12. All films must be previewed by the teacher or approved by the principal before they are shown to the students. (Unless film is specified in the regular teacher's lesson plans.)
13. Find out immediately what the procedures for handling lunch money are and when it will be due in the office.
14. If you have difficulty with symbols used in writing lesson plans, ask your neighboring teacher for help in interpreting.
15. The substitute shall not use corporal punishment. Serious or recurring discipline problems should be referred to the principal.
16. Do not make impossible and outrageous assignments to students or punish the whole class because of one student or a simple incident. Be reasonable and take small things in stride.

## **III. INFORMATION YOU WILL NEED**

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

- 1) Substitute Teaching time sheet so you will be paid.
- 2) Non-teaching duties: playground duty, bus duty, etc.
- 3) Daily attendance records.
- 4) Lunch money collection and records.
- 5) Lunch schedule.
- 6) Class schedule.

- 7) Tornado and fire drill instructions.

Feel free to ask the principal any questions that come up during the day.

## V. TIPS FOR A SUCCESSFUL SCHOOL DAY

*If the child is able to participate in school activities-academic lessons, lunchroom activities, recess, games, etc., s/he MUST be included.*

- 1) Introduce yourself to the class.
- 2) Take attendance so you will learn students' names.
- 3) Explain your expectations-if you feel that it is necessary-with a particular group. (It is easier to start out "tough" and gradually ease into being "nice" rather than the other way around.) Many teachers use assertive discipline techniques and a list of rules will be posted in the classroom with consequences.
- 4) Explain your expectations-if you feel that it is necessary-with a particular group. (It is easier to start out "tough" and gradually ease into being "nice" rather than the other way around.) Many teachers use assertive discipline techniques and a list of rules will be posted in the classroom with consequences.
- 5) Take advantage of available help from principals, neighboring teachers and students.
- 6) Over plan. **It is better to plan too much** than to be caught short. Have some activities planned in case the teacher did not leave a plan.
- 7) Keep students focused and on task.
- 8) Stay involved with what is going on. Move around the room, do not sit at the desk. A substitute who withdraws invites discipline problems.

## VI. STUDENTS WITH DISABILITIES

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

### Disabilities

#### **Inclusion**

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

Four affective, or attitudinal benefits:

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

#### **Public Law 94-142**

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

*Nearly 20% of ALL children 3-17 have one or more developmental, learning, or behavioral disorders. This means **1-in-5** have a social or learning problem that requires special attention!*

The law defines disabled individuals to include those who are *mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, or orthopedically impaired; have multiple*

*handicaps; or have a social or learning problem that requires special attention other health impairments or learning disabilities and therefore need special educational services.*

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

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

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

## **Adapting games and activities for students with disabilities**

### **Guidelines**

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

### **Ideas for adapting games/activities**

- ✓ Reduce the size of the playing area
- ✓ Adjust the boundaries-change the number of players-lower the net
- ✓ Use walls, fences, or designated "helpers" to aid in keeping ball in bounds
- ✓ Find bigger/lighter equipment
- ✓ Incorporate plastic bats-rubber racquets-jumbo gloves-enlarged hoops-expanded goals ✓ Substitute beach balls, Nerf balls, Whiffle balls, bladder balls, styrofoam balls, balloons ✓ Slow it down
- ✓ Throw underhand, roll the ball, bounce the ball, hold the ball still, use a batting tee
- ✓ Allow an "extra" bounce-count before throwing, use "left" (or right) hand, no hands

## **Adapting assignments and activities for student with disabilities**

### **Guidelines**

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

## **Ideas for adapting activities/assignments**

### Reduce

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

## **VII. CONFIDENTIALITY**

**You are required to keep all student information confidential.**

Confidentiality means that information provided to a teacher about a student's personal situation

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

## **VIII. A GOOD BEGINNING**

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

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

### **2) Check the room assigned.**

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

### **3) Read the Plan Book**

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

### **4) If the Plan Book is not there...**

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

### 5) Put your name on the board

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

### 6) Scan the Seating Plan

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

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

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

## I. TEACHING THE LESSON

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

2) **Be Ready to Start:** Have your materials ready before class begins. Be sure that the class is listening and do not start until you have the attention of every student in the classroom.

3) **Class Control:** Class control can be a major problem for a substitute. A few simple suggestions will help you establish good class routines, provide for efficient learning situations and establish mutual respect of teacher and pupils. Use Assertive Discipline Techniques if you are familiar with the rules and consequences used by the classroom teacher. (Rules and consequences should be posted in the classroom.)

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

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

5) **Expect Good Behavior:** Children tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.

6) **Be Fair and Consistent:** Your success in class control will depend to a great extent on your degree of fairness and consistent treatment. Children must know what to expect of you and what you expect in return. Uncertainty is a breeder of misbehavior.



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

8) **Have Materials Ready:** Groups waiting for materials can be a starting point for discipline problems.

9) **Be Ready for a Real Problem:** In spite of your best efforts, you may have a student who is a definite discipline problem. If at all possible, avoid excluding him / her from the group and NEVER use physical force on a child. As a last resort, refer him / her to the principal.

10) **Watch Attention Spans:** It is important to know when to change activities, when to speed up, and when to slow down.

11) **Do Not Leave the Group:** Except for a real emergency, never leave the group unattended.

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

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

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

15) **Be Positive:** Praise what is good far more than you scold what is bad.

16) **Use Common Sense at All Times:** This is the greatest rule of all. All the rules, regulations, guides and directions in the world are no substitute for it.

17) **Keep Your Sense of Humor:** Every problem is not a tragedy. If you have no sense of humor, develop one. If you cannot, choose another occupation.

18) **Stay on Schedule:** How close are you to the regular teacher's schedule?

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

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

## **DUTY TO REPORT**

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



**KRS 158.154:** When the Principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to the property, the Principal shall immediately report the act to the appropriate local law enforcement agency. For purposes of this section, "school property" means any public school building, bus, public school campus, grounds, recreational area, or athletic field, in the charge of the Principal.

**KRS 158.155:** An administrator, teacher, or other employee shall promptly make a report to the local police department, sheriff, or the Department of Kentucky State Police, by telephone or otherwise, if:

1. The person knows or has reasonable cause to believe that conduct has occurred which constitutes:
  - a. A misdemeanor or violation offense under the laws of this Commonwealth and relates to:
    - i. Carrying, possession, or use of a deadly weapon; or
    - ii. Use, possession, or sale of controlled substances; or
  - b. Any felony offense under the laws of this Commonwealth; and
2. The conduct occurred on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school-sponsored or sanctioned event.

**KRS 158:** Any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense specified in KRS Chapter 508 committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event shall immediately cause an oral or written report to be made to the Principal of the school attended by the victim. The Principal shall notify the parents, legal guardians, or other persons exercising custodial control or supervision of the student when the student is involved in an incident reportable under this section. The Principal shall file a written report with the local school board and the local law enforcement agency or the Department of Kentucky State Police or the county attorney within forty-eight (48) hours of the original report.

**KRS 620.030:** Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Department of Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the County Attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.



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### SUBSTITUTE TEACHER ACKNOWLEDGEMENT FORM

I, \_\_\_\_\_, have received a copy of the Substitute Teacher Manual issued by the District, and understand and agree that I am to review this manual in detail and to consult District and school policies and procedures with my Principal/supervisor if I have any questions concerning its contents.

I understand and agree that this manual is intended as a general guide to policies and procedures related to being a substitute teacher in the Burgin Independent School District;

I understand that as a substitute teacher in the District, I am required to review and follow the policies set forth in this Substitute Teacher Manual and I agree to do so.

\_\_\_\_\_

Employee Name (please print)

\_\_\_\_\_

Signature of Employee

Date

Return this signed form to the Central Office along with questionnaire and application.