

SUBSTITUTE HANDBOOK

DEPARTMENT OF HUMAN RESOURCES





Dear Substitutes,

Welcome to Fayette County Public Schools. As the Director of Human Resources, I am pleased to have you as a member of our family. The Fayette County Board of Education considers the substitute teacher and substitute paraeducator to be an integral part of our teaching staff. Our substitutes deserve every possible assistance and support.

This handbook and the accompanying material have been prepared primarily to answer the questions most often asked by our substitutes, to provide direction to the substitute, and to enable them to approach their duties and responsibilities with confidence.

Substitute Teachers/Paraeducators are expected to become familiar with the contents of this handbook and to utilize the information contained in it so that the program can make significant and positive contributions to the commitment and tradition of excellence in the Fayette County Public Schools.

If you have any questions or concerns, please do not hesitate to contact the office of Human Resources at 381-4345.

My best wishes to you for a great school year!

Sincerely,

Jennifer Dyar,
Director of Human Resources

**Call
Absence Management
(formerly AESOP)**

**at
1-800-942-3767**

**Or
Use the Web Address:**

www.aesoponline.com

**SUBSTITUTE HELP LINE:
859-281-6715**

This number will allow answering machine access to Sub Callers between 7:00 am and 4:00 pm on week days. You may leave a message for the Sub Callers at this number any time.

SUBSTITUTE TEACHER/PARAEDUCATOR HANDBOOK

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INTRODUCTION

The Fayette County Board of Education considers the substitute teacher to be an important part of the teaching staff. The role of the substitute is recognized as such. The substitute teacher deserves every possible assistance and support.

This handbook and the accompanying material have been prepared primarily to answer the questions most often asked by substitute teachers, to provide direction for the substitute teacher, and to enable the substitute teacher to approach the duties and responsibilities with confidence.

Substitute teachers are expected to become familiar with the contents of this handbook and to utilize the information contained in it so that the substitute teacher program can make significant and positive contributions to the commitment and tradition of excellence in the Fayette County Public Schools.

SECTION I – GENERAL INFORMATION

Selection and Employment of Substitute Teachers

Code 03.4

The Kentucky Administrative Regulation 704 KAR 20:210, Substitute Teachers, provides:

“Section 1. 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. Teachers who are regularly certified for the position.
2. Teachers who are regularly certified for some other teaching position.
3. Persons certified on an emergency basis for substitute teaching and who have 64 semester hours credit of college preparation with 2.5 or above GPA.

Assignment to Schools

When the requirements for employment have been met and the Board of Education employs a substitute, the name, profile, and employee number are placed on the substitute list and will be assigned an identification number (employee number). Only those teachers/paraeducators that have been placed on the substitute list may be called for substitute service.

Fayette County Public Schools uses Absence Management System (formerly Aesop) to make substitute placements for employee absences. Please refer to the Absence Management Brochure for specific instructions about the system.

If you have accepted a call for substituting and an emergency prevents your reaching the school on time, you must call the school and explain the situation and the approximate time of your arrival. If time Permits before the start of the school day, you may call or log on to the Aesop system to cancel your assignment.

Notes for Substitutes Regarding the Aesop System

New substitutes will receive an email invitation with a link to Aesop to create your username and password. Once registered, you can access your account online @ www.aesoponline.com or by calling 1-800-942-3767. You may call the Aesop system 24 hours a day during the school calendar or you can use the website. After you're logged in, you can review available jobs, personal information, update your availability. For example, some substitutes switch between a home phone and a cell phone to receive assignments.

System Hours

The Aesop system will make calls to subs between 5:45 AM and 11:30 AM each day school is in session. It will also make calls to subs every evening between 5:00 PM and 11:00 PM seven days a week. There are no AM calls on Saturday or Sunday. The Aesop system will not leave a message on an answering machine. You can show others in your home how to respond to the system. If someone else answers the phone, they have two minutes to respond before the call disconnects.

Refusals/ No Responses

Repeated refusals and no responses may jeopardize the chances of being called again, or result in having a block placed on the substitute's phone number. There are a limited number of phone lines available for use with the Aesop system, and all lines need to be utilized in the most productive manner available. In agreeing to do substitute work, the substitute accepts the importance of dependability. Substitutes are to make themselves unavailable in the Aesop system when they are not able to work. Refer to the Aesop online user guide for specific instructions on your availability.

Cancellations

If a substitute rejects or cancels a job during the calling period due to being unavailable, they must make themselves unavailable for the remainder of the calling period. If you must cancel a job, all the days of the job will be cancelled on a multiple day job. Another substitute will be assigned by the system. On occasion, a substitute may need to cancel an assignment due to a personal emergency that arises the morning of the assignment. When such a situation occurs, you must cancel the job on line or by calling the Aesop system at 1-800-942-3767. If the system tells you "it is too late to cancel this job", you will need to call the Substitute Office help line at 281-6715. The system does not stop calling a substitute when a rejection reason or cancellation is entered. It only registers the reason. **Repeated refusal cancellations (especially last-minute cancellations) and no responses may result in the substitute being blocked and/or will put the sub on a limited call mode for future calls.**

Re-election

In the spring of each year, substitute teachers and paraeducators will receive an application for re-employment to indicate whether they wish to be considered for substituting the next school year. If the letter is not returned by the requested date, they will be placed on inactive status and removed from the substitute list.

Resignation

If a substitute decides that she/he no longer wishes to substitute or if personal circumstances should make it necessary to stop substituting, the Department of Human Resources should be notified in writing immediately. Send resignation letters to Human Resources, Fayette County Public Schools, 1126 Russell Cave Rd., Lexington, KY 40505.

Exclusion Notification

A Principal may request that a substitute not return to the school. If we receive an exclusion notification for a substitute, the substitute will be sent a letter notifying them of the exclusion. A written response should be written by the substitute and submitted to the Human Resource Office. **The substitute should NOT contact the school personnel regarding the exclusion.** All contact regarding the exclusion should be made through the Human Resource Office.

The sub will be required to complete substitute professional development training. When an exclusion is received, access will be restricted from the Aesop system and future positions cancelled until the required training is completed. The training is offered Monday-Friday, 8:00AM-4:00PM in the Application Center of the Human Resources Office. The training will take approximately 1.5 hours. A copy of the exclusion and training certificate will be placed in the substitute's personnel file.

Inappropriate conduct and/or multiple exclusions can lead to immediate exclusion from the district and all future employment with the district.

Termination

Any substitute may be removed from the substitute list upon recommendation of the Department of Human Resources when evaluated as unsatisfactory by principals or when there are repeated absences, refusal to accept assignments, or for other just cause. Three "no shows" will result in automatic removal from the substitute list. "Walking out" of an assignment before the end of the day or half-day due to reasons other than personal emergencies will also result in immediate removal from the substitute list. If you have a personal emergency, contact the school office and explain your situation with the site administrator. The school will contact the substitute service to replace you, if necessary. The Department of Human Resources will notify any substitute whose name is removed from the list.

Information Changes

Changes concerning substitute's address, telephone number, specific restrictions designated by the substitutes, etc. should be reported immediately to the Department of Human Resources and to the Substitute Office.

Parking Permit

Parking permits are required on high school campuses and are recommended for extended assignments. They may be obtained from the Law Enforcement Office at each high school. A lettered sign, "SUBSTITUTE", may be placed on the dashboard of the car.

Personal Belongings and Valuables

Substitute teachers/paraeducators are responsible for the safety and security of any personal belongings and valuables they bring to school and should take the necessary precautions to protect such articles. Car doors should be locked at all times.

Insurance

Worker's Compensation Insurance:

Code 03.124/03.224

The Fayette County Board of Education covers all employees, whether full or part time, with Worker's Compensation Insurance. This employee benefit provides protection in the event of job-related illness or injury arising in the course of employment. Workers Compensation Insurance pays benefits and claims regardless of other insurance policies and benefits. The wage compensation rate is approximately 66 2/3% of the employee's average weekly wage for the 52 weeks prior to the injury. The Fayette County Board of Education pays the full cost of this insurance protection.

Liability Insurance

All substitutes, while employed by the Fayette County Public Schools, are covered by a liability insurance policy in the amount of \$1,000.00. The Fayette County Board of Education pays the full cost of this insurance protection.

A SUBSTITUTE MAY BE HELD LIABLE FOR ANY NEGLIGENCE RESULTING IN INJURY TO A PUPIL IN HIS/HER CARE IF IT CAN BE PROVED THAT THE SUBSTITUTE DID NOT PRUDENTLY PREPARE AND SUPERVISE THE PUPIL IN THE ACTIVITY IN WHICH THE PUPIL WAS INJURED. A SUBSTITUTE IS EXPECTED TO EXERCISE THE SAME DEGREE OF PRUDENCE AND SUPERVISORY CARE THAT ANY REGULAR TEACHER OR PARAEDUCATOR WOULD BE EXPECTED TO PRACTICE.

Unemployment Compensation Benefits

Employees of the Fayette County Public Schools who meet the eligibility requirements under unemployment regulations are covered by unemployment insurance. **Unemployment compensation benefits are not available during periods of scheduled breaks in the work calendar.** Such breaks begin at the close of the last workday immediately preceding a schedule break.

Substitute Teaching Experience for Certification Renewal

In accordance with the provisions of Kentucky Administrative Regulations (704 KAR 20:060), “for certificates requiring teaching experience for renewal, experience as a substitute teacher may be accepted if the holder of the certificate was employed officially by the local board of education, was paid through the board of education, and substituted no less than thirty (30) teaching days distributed over two (2) semesters of a regular school term”. However, substitute teaching is not acceptable as experience for life extension of teaching certificates that may be renewed for life or continuing duration.

Kentucky Teachers’ Retirement System

All certified substitutes are now enrolled in a certified retirement account with the Kentucky Teachers’ Retirement System. Substitute teachers are not eligible for participation through payroll deductions for Social Security. Retired teachers who return as substitute teachers may substitute a maximum of 130 days for Fayette County Public Schools. A second retirement account will be established for wages earned as a substitute. All members contribute 9.855% or 10.855% (after July 1, 2008) of compensation on a pre-tax basis, apportioned to the retirement account and the medical insurance fund. After 5 full years (190 days) of service, the member will be vested. Retirees returning to work as a substitute must have a minimum of 3 months break in service from their retirement date. The Daily Wage Threshold (DWT) applies to all money earned from KTRS employers during a regular school calendar year.

Certified Substitutes not previously a KTRS retiree: Substitute Service amounting to 70% or 133 of the 190 day term will enable the member to make contribution for the full school year and receive a full year of service credit in the Teachers’ Retirement System. All such contributions must be made on or before December 31 following June 30 of the fiscal year in which the substitute service was rendered.

Classified substitutes do not pay into the Kentucky Retirement System nor the Kentucky Teachers’ Retirement System. Classified substitutes pay into Social Security through payroll deductions.

School Closings

Substitutes should listen for public announcements regarding school closings, as they will not be paid for days when school is not in session.

Calendars

Fayette County Public Schools calendar and the teacher’s work calendar are available on the FCPS website at the beginning of each school year. Substitutes are not normally required for scheduled conference days or records days; however, long term substitute teachers may be required for scheduled conference days or records day at the principal’s request.

Professional Development

Professional development is encouraged among substitutes in the Fayette County Public Schools. However, substitutes are not expected to participate in the flexible professional development programs. Substitutes who elect to enroll in professional development activities must do so at their own expense and on their own time. Fayette County Public Schools do not provide a substitute for long-term substitutes attending professional development.

Substitutes do not work on Professional Development Days even when they are on a long-term assignment. If a substitute is on a long-term assignment, he or she has the option of working on Records/Conference

Days that fall during the assignment. The substitute must sign in on a records day just like a regular school day.

Identification Badges

Substitute teachers and paraeducators may elect to obtain an identification badge by going to our Employee ID Badge Center. These badges should be worn in a visible location anytime the substitute reports for service.

Payroll Information for Substitute Teachers/ Paraeducators

All substitute teachers are paid on a per diem basis. Substitute paraeducators are paid an hourly rate. Payroll checks are prepared semi-monthly based on the number of days (for substitute teachers) or number of hours (for substitute paraeducators) worked through the normal cut-off date and are direct deposited to the substitute's bank account. There may be a one or two paycheck delay for the direct deposit to begin. If so, the first one or two paychecks will be mailed to the substitute's home address. A schedule of semi-monthly payroll dates for the current school year will be posted on the FCPS web site.

The substitute teachers must sign in on the payroll book when they arrive at each school under the name of the teacher they are replacing for the day. Record your six-digit employee identification number next to your name. Please note the RECORD OF SUBSTITUTE WORK located in the APPENDIX, Exhibit C, of this handbook to facilitate your personal record keeping. The substitute paraeducator will turn in a time sheet to the school secretary at the end of the day. Leaves of absence for substitutes are not provided, such as sick leave, emergency leave, professional leave, personal leave, or educational leave. Also, holiday pay or pay for designated calamity days is not provided.

Substitutes are not eligible for participation through payroll deductions in the following programs: State sponsored Medical Insurance Programs, Fayette County Board sponsored Cancer/Term Life Insurance Programs, Fayette County School Credit Union, Professional Organization dues, or Tax Sheltered Annuities. However, substitutes may be eligible to participate in some of these programs by direct payment or personal check. Arrangements for such participation must be made through the Payroll Department, Fayette County Public Schools, 701 East Main Street, Lexington, KY 40502, telephone 381-4148. Federal, State and Local taxes are automatically withheld from paychecks.

Contact the Payroll Office by e-mail at fcps.payroll@fayette.kyschools.us or phone at 381-4148.

SALARY SCHEDULE

The Annual Board approved Salary Schedule is updated and posted online by June 30 each year. This salary schedule can be located on the Fayette County Website at www.fcps.net .

SECTION II – DUTIES AND RESPONSIBILITIES

The substitute program is a team effort composed of the substitute, the regular teacher or paraeducator, and the school principal. The success of this program demands the full cooperation, attention, and dedication of all members of the team to their duties and responsibilities. This kind of effort preserves the excellence of the instructional program for the students in our schools. Sections II and III outline important duties and responsibilities for the substitute.

Policies and Regulations

Substitute teachers and paraeducators are expected to familiarize themselves with the policies and regulations of the Fayette County Board of Education. All personnel are responsible for observing and carrying out the provisions of the policies and regulations of the Board of Education. The Policies and Regulations handbook is located in the principals' offices, counselors' offices, and /or media centers at each school.

Board Policies are also available for review on-line at <http://www.fcps.net/board>

Any other matters not covered by the board policies are to be referred to the school principal.

Items Requiring Principal or Board of Education Approval

- Students are not to be interviewed by anyone, in or out of the classroom, without the principal's or parent's permission.
- Students are not excused to leave class or school under any circumstances before the regular dismissal time without permission from the principal.
- Accidents involving any of the students in the substitute teacher's care must be immediately reported to the office of the principal.
- Any student appearing to be ill should be sent to the office immediately or the principal should be notified immediately. **Medication must never be administered to a student unless a physician has prescribed it and the parents and the schools principal have granted approval.**
- Do not keep students after normal dismissal time.

SUBSTITUTES SHOULD CHECK THE SCHOOL IN WHICH THEY SUBSTITUTE TO ASCERTAIN SPECIFIC PROCEDURES FOR IDENTIFICATION OF VISITORS.

School authorities shall not furnish to any outside organization or individual any list of students, parents, or teachers without the approval of the Board of Education or the Superintendent of Schools.

Professional Ethics

The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class even when a student teacher or paraprofessional is present. The substitute teacher should use these people to his/her advantage, but must remember that the substitute teacher is responsible for the class.

Substitutes must maintain a professional attitude toward their work and avoid spreading rumors or gossip. Substitutes are on the same professional level as regular teachers and paraeducators and are expected to observe the same professional ethics. Individual criticism of other teachers, paraeducators, other staff members, or other schools destroys public confidence in the school system and the community.

A friendly, cheerful, and cooperative attitude toward both school personnel and students is essential and will contribute substantially to the success of a substitute.

THE RIGHT TO PRIVACY OF STUDENTS AND PARENTS IS PROTECTED BY LAW AND REGULATION AND IS TO BE RESPECTED AND PROTECTED BY ALL SCHOOL PERSONNEL.

Substitutes should plan to spend the entire time working with and for the students. No personal work of any kind may be done during this time. The substitute is expected to carry out the program as outlined by the regular teacher or paraeducator and is not employed to simply maintain order. Do not bring books, newspapers, or other personal work to the classroom.

The substitute should not have anyone visit him/her while on duty and must not leave the classroom except for emergencies. Telephone messages will be taken and delivered to the substitute by the school office.

The substitute should not call the regular teacher or paraeducator concerning the class work or the other activities unless the principal has made the request, and it has been determined that the regular teacher or paraeducator is well enough to receive the call.

Dress Code for Substitute Teachers and Paraeducators

Substitute teachers and paraeducators are expected to maintain a professional image in personal appearance and attire. One of the best means of teaching is to set a good example for students to observe. Appropriate attire and acceptable appearance correlate with your success as a professional replacement for the teacher to whom you are assigned. Be neat and conservative in your manner and dress.

Recommended attire for substitutes:

Men/

Casual dress slacks/
Khakis or
Dress shirt with collar/
Knit polo type shirt with collar/

Women

Coordinated Pant Outfits
Casual dress slacks/sweaters
Skirts with a blouse or sweater
City shorts (to the knee)

Most of the schools do not require male teachers or paraeducators to wear a tie. You may want to check in advance, if possible, for any specific dress code requirements for your assignment. Some locations have dress down Fridays when the staff is allowed to wear jeans and more casual attire. You may want to check in advance, if possible, to determine if the school in which you have an assignment has this policy.

Certain articles of clothing are considered inappropriate at any time. They include the following:

- Clothing with rips, holes, or tears
- Tank tops, muscle shirts, oversized t-shirts
- Clothing which bares the back, midriffs, shoulders
- Spaghetti straps on dresses or tops
- Mini-dresses (shorter than 4 inches above the knee)
- Jogging suits (except for PE assignments)
- Clothing which resembles lingerie
- Pants worn below the waist
- Leggings without a mid-thigh top
- Clothing representing illegal activities, drugs, alcohol, gangs, violence
- Clothing with profane language, obscenities, or ethnic language
- Facial jewelry except for in the ear
- Long belts or chains
- Chewing gum

Arriving at School and Organizing the Day's Activities

The substitute should report directly to the school office on any assignment to receive information regarding room assignment, where materials, lesson plans, class rolls, seating charts, and records can be found. Also, a substitute may receive a list of special scheduled duties and other necessary directions. A substitute must not report to the school late as that will cause another teacher or paraeducator to interrupt their duties and cover for the substitute. Repeated tardiness will lead to the principals requesting that a substitute not be given additional assignments at that school.

It is important that the substitute teacher/paraeducator arrive at school well ahead of the students. Allow enough time to be thoroughly organized before the students come into the classroom. Make sure to have access to and to fully understand the available materials.

Teachers are expected to have lesson plans prepared in the event of an absence. Lesson plans may be enclosed in a folder the substitute teacher receives in the office or should be left on the teacher's desk. The substitute teacher has the responsibility to carry out the teacher's lesson plans as completely as possible.

Paraeducators will generally have a schedule and listing of responsibilities that will be provided to the substitute paraeducator by the principal or regular classroom teacher.

A substitute should receive a schedule of daily events, e.g. lunch, bus dismissal, and assemblies. Each teacher should have teacher's editions of the student textbooks on or near the desk. These manuals have assignment suggestions and the answers to chapter questions. Teachers may also have a teacher's edition of student workbooks complete with answers.

Teaching manuals contain what is to be taught in a particular class and many suggestions and ideas of how to teach the subjects. These manuals contain many good teaching methods and strategies. If audiovisual equipment is needed for a class, in most instances, it must be checked out from the library and returned on the same day. Students are not allowed to move or to operate audiovisual equipment. Equipment must be checked out in the substitute teacher's name and not in a student's name. In some schools, permission from the principal to check out equipment must be obtained. The substitute is responsible for the equipment while it is checked out of the library media center.

Fire and Safety Regulations

A substitute must learn the rules and regulations pertaining to fire and safety drills. If specific instructions have not been left, check with a neighboring teacher or paraeducator for procedures to follow.

The safety of students requires careful attention. The substitute should follow these safety practices:

- Learn the building evacuation plans in case of fire drill or emergency.
- Know the procedures in case first aid is needed.
- Include only activities that are considered to be safe in the program.
- Do not require students who are convalescing from illness, including severe colds, to participate in vigorous activities.
- Supervise students closely at all times.
- Avoid games that encourage pushing and shoving.
- Report to the office any accident or injury, no matter how slight.
- Follow the school policy for administering medication.

Emergency Lesson Plans

If there are no lesson plans left for a particular day, the substitute teacher should follow these procedures:

- Check in the school office to see if emergency lesson plans are on file.

- Check with the principal or department/grade level chairperson for assistance.
- Find student teachers, student aides, or paraprofessionals assigned to a class. These people usually know the assignments for the day.
- Have an emergency lesson plan in case no lesson plans are available.
- Use instructional film, filmstrip, the television receiver, and the library only as they are scheduled in the lesson plans.

Substitute teachers should organize a file of instructional activities to use in the classroom prior to beginning their assignment as substitute teacher. The file may include ideas for creative writing, math games to enrich skills area such as division, multiplication, and fractions, spelling games, descriptive work collages, and simple science experiments.

Keeping Attendance Records and Other Records

Attendance

The substitute teacher must keep an accurate record of the daily attendance, transfers, and withdrawals. They must always take the attendance for each class period, check over the list of absences as compiled, and compare with the seating chart, roll book, or both, before reporting absences to the building principal.

Elementary substitute teachers must leave all excuses brought by students for the regular teacher. Secondary substitute teachers must record previous student absences as excused or unexcused.

The taking of attendance should not interfere with the students' class work. Problems can be avoided by taking roll after the students begin their assignments. Having tardy students sign in causes the least amount of confusion. Substitute teachers should be as accurate as possible, but must not labor over fake names. The attendance records must be left for the classroom teacher. In addition to taking attendance in the elementary schools, the substitute teacher may also collect milk money or make lunch reservations; therefore, they should take attendance early in the morning.

Money and Miscellaneous Articles

Careful records of the following should be kept and left for the regular teacher:

- Any money collected for fees or payments
- Money or articles lost with loser's name
- Money or articles found with finder's name
- Articles taken from students for safe keeping or other reasons with owner's name
(This practice is strongly discouraged)

Determining Extra Duty Assignments

Substitutes may be assigned some building responsibilities, such as lunchroom duty, hall duty, playground duty, extracurricular duties, etc. The substitute should inquire about extra duty assignments, if any. The prompt and faithful performance of these duties is absolutely necessary for the smooth and safe operation of a school. Since substitutes take the place of the regular staff member (in all aspects), they have the responsibility of being on duty at the assigned place and time in order to avoid the risk of liability in case of accident to a student at that place and time.

Conducting Classes

The substitute teacher takes the place of the regular classroom teacher and has the full responsibility of the class even when a student teacher or paraprofessional is present. The substitute teacher should use these people to his/her advantage but must remember that the substitute teacher is responsible for the class. The substitute teacher or paraeducator should make a good first impression. They should greet their students at the classroom door with a warm, friendly, and receptive greeting, maintain eye contact with their students, use a low voice and avoid talking over the students' voices, inform the class that he/she is the teacher or paraeducator for the day, have his/her name on the chalkboard, close the door, introduce himself/herself, and begin the day's work, have the assignments from the teacher's plans on the board. Make instructions brief and concise. Be helpful. The substitute teacher should not assign written work and leave it to be graded by the regular teacher unless the teacher has so indicated in the lesson plans. Any written work assigned by the substitute that is beyond the lesson plans of the regular staff member should be graded and left for the regular teacher or paraeducator to examine. In general, the substitute should grade all written work unless specifically instructed otherwise by the regular teacher, paraeducator, or principal.

Classroom Management and Student Conduct

Code 09.433

Substitutes are expected to maintain control of the classroom. Discipline shall be used in accordance with the provisions of the policies, rules, and regulations of the Board of Education. Exceptionally difficult problems of student control should be referred to the principal. A written statement of the problem is recommended and referral forms are available in the office. **SUBSTITUTES ARE NOT TO RESTRAIN STUDENTS (SPECIAL ED OR OTHERWISE). THEY NEED TO CALL THE OFFICE FOR ASSISTANCE. DO NOT USE CORPORAL PUNISHMENT. STUDENTS MUST ALWAYS BE UNDER AUTHORIZED ADULT SUPERVISION.**

Homework

The amount of homework done by students varies according to the needs of different students and the policies of the different schools. If homework assignments are given, the substitute should be certain that the work is purposeful and in accordance with the provisions of the rules, regulations, and directives of the Board of Education.

Reading Groups in Elementary Schools

The most widely used approach to the teaching of reading is the use of a basal series of readers with small groups of students. Reading groups are composed of students whose needs are similar.

Before the substitute teacher starts the first group, ground rules should be discussed with the whole class. The substitute teacher should be aware of the teacher's schedule and time allotments for each group. This awareness will help in determining how much seatwork to assign the students who are not participating in a reading group. If assignments are made clearly and page numbers put on the board, later confusion and interruptions will be prevented during reading groups. Supplementary activities should be available for fast workers so that they are not idle. The teacher's manual must be followed and the listed activities and suggestions used.

In primary grades, the reading groups often gather around a table or sit in a circle. Intermediate students are often grouped in their seats.

The substitute paraeducator may be assigned to work with groups of students or individual students by the regular classroom teacher. The regular classroom teacher will provide instruction to the substitute as to how the group work or individual instruction should be performed.

Helpful Suggestions for Supervision —Substitutes must:

BE THERE - Arrive at your assigned location on time every day, and be there both physically and mentally.

LOOK AND LISTEN - Scan constantly both your assigned location and the general area for how it looks and sounds.

BE MOBLIE - Move continuously throughout your assigned location without establishing a predictable pattern.

KNOW WHAT IS EXPECTED - Know the rules, procedures, and basic civilities that students are expected to use when entering the setting, while in the setting, and when leaving the setting.

BE PROACTIVE - Interact intentionally within the first 5 minutes with those students who often have difficulty in that setting. Connect positively by smiling, making positive comments about appropriate behavior, and/ or briefly talking about something that interests the student.

ALWAYS RESPOND - Respond to all misbehavior, even low-level misbehavior, with good intentions.

RESPOND QUICKLY - Step in at the onset of potential student problems and also be available to assist a colleague who is dealing with a problem situation.

MAXIMIZE YOUR DELIVERY - Communicate and deliver corrections calmly and respectfully by getting the student's attention without creating an audience, talk quietly and slowly, deliver short and clear directions, keep your cool, be aware of personal space and don't glare/stare at the student.

CHOOSE CORRECTIONS WISELY - Assign a mild correction that logically fits the misbehavior (e.g., verbal reminder for talking too loud, brief delay for running, positive practice for slamming locker doors, and proximity management when students are starting to get rowdy).

REACH OUT AND CONNECT - Greet all students every day in a welcoming and positive manner as they enter the setting (be positive, smile, and call students by name) and give specific, descriptive feedback when they follow the expectations.

Ending the Day

If a substitute is asked to return the next day by the principal or secretary, the school administration must call the Substitute Office help line at 281-6715 to register the extension of the assignment. If the job is not extended in Aesop and the absent employee calls in for the next day, Aesop will send someone else to the assignment. The person Aesop calls is entitled to the job.

Substitutes should not leave the building until the time that regular teacher or paraeducator may leave. As a substitute, one assumes the responsibilities of the regular staff member.

The regular teacher or paraeducator appreciates knowing about the progress the students have made during their absence. The substitute should leave notes indicating the assignments that have been made. The regular teacher or paraeducator also appreciates comments on the behavior of students. Assignments turned in that day are to be checked, graded, and left for the regular teacher or paraeducator.

Students may be asked to help with clean-up duties and care of plants and animals.

Windows and doors must be closed and locked.

All keys given to substitutes when they report to work must be returned. **All money collected during the day must be turned into the office. Money must never be left in the classroom.** Any lost or found articles should be noted and left for the regular teacher or paraeducator.

Substitutes should report to the office at the end of the day before leaving the building. This allows the office staff to finalize any information they need from you for payroll or for continuing the assignment.

SECTION III -- SPECIAL INSTRUCTIONS FOR SUBSTITUTE WORKING IN A SPECIAL EDUCATION ASSIGNMENT

Although certain teaching techniques have been effective for the majority of students, some students continue to have learning difficulties. For such students, the teacher must determine the most effective style of learning upon which remediation must be built. In many schools, students are sent from the regular classroom to special education classes. In some schools, students are mainstreamed from special classes to regular rooms. The substitute teacher should check the plan book; and if in doubt, check with the principal for the changes such students make during the day. The substitute paraeducator should always follow the instructions of the regular classroom teacher.

Substitutes should know certain things about special education students when they accept an assignment to substitute in any special education class. They should be aware that some students:

1. May take medication or need special attention during the day.
2. May have special schedules which include such individual services as speech and language therapy, adaptive physical education, occupational or physical therapy.
3. May have restricted or special diets.
4. May rely on special equipment, i.e. hearing aids, visual aids, prosthetic devices, etc.
5. May ride special buses.
6. May be placed on structured behavior management programs.
7. May have very short attention spans.
8. May require use of pre-established emergency procedures.
9. May require an extremely structured instructional program and school environment.
10. May require a great deal of external guidance and direction from the teacher and paraeducator.

The regular special education classroom teacher or paraeducator should leave written information for the substitute about students with such specific needs. However, if such information cannot be located, ask the principal, or in the high school, the Chairperson of the Special Education Department.

In addition to the general information listed earlier, the substitute should know certain things that are specific to each category of Special Education and each type of disability.

CLASSES FOR STUDENTS WITH HEARING IMPAIRMENT (HI)

Fayette County Schools provide programs for students who have hearing losses ranging from mild to profound. These programs include the following models and services:

1. Total communication classes

2. Oral communication program
3. Itinerant teachers of students with hearing impairment to serve "mainstreamed" students
4. Speech and hearing therapist to the hearing impaired
5. Audio logical services when deemed appropriate

Suggestions Specifically for Students with Hearing Impairment

1. When speaking to a student with hearing impairment, the substitute should:
 - a. Face the student.
 - b. Try to use normal speech patterns; over-emphasizing words makes lip-reading as difficult as mumbling. Perhaps the substitute will have to slow down a bit, but belabored, drawn out speech is as difficult to understand as very rapid speech.
 - c. Consider what he/she has said to the student. In general, the vocabulary and language levels of students with hearing impairment are below their chronological ages. The substitute may have to rephrase and simplify what he/she has said. Example: Instead of "immediately following physical education, we will go to art," rephrase and say, "Right after gym (P.E.), we will go to art." Check to make sure directions are understood.
 - d. Consider lighting. Light source should be on the speaker's face--at the student's back. Avoid standing in front of windows or other bright light. The student should be seated with his/her back to the windows. Use adequate room lighting.
 - e. Realize limitations. A student's responding when called on does not mean he/she can understand language out-of-context. In structured language situations, with adequate contextual cues, most students with hearing impairment should be expected to respond auditory.
 - f. Expect students to respond to their names, differentiate between sentences of different length, and look up when the teacher calls to attention.
 - g. Expect students with more hearing to rely on hearing more.
2. Behavior to Expect--The substitute should:
 - a. Allow movement or turning toward the teacher in order for every student in class to have optimum seating. Remember, students with hearing impairments hear with their eyes. Optimum lip-reading distance is between 6 and 12 feet.
 - b. Know that students with hearing impairments tend to exhibit behaviors considered immature for their age. (Whenever possible, the substitute should expect behavior similar to that of their normally hearing peers. In general, they should not accept bizarre behavior or excess facial or body gestures.)
 - c. Be sure hearing aids or amplification devices are turned on.
3. Approach to Discipline – The substitute should:
 - a. Handle discipline problems as normally as possible.
 - b. Not send the student out in the hall. When removing a disruptive student from the class situation, the substitute should remove the student to a corner of the room where he/she is away from the other students. He/she should be allowed to see the teacher so that he/she is not completely cut off from the class activity.

- c. Be sure the student understands clearly why he/she is being punished.

CLASSES FOR STUDENTS WITH PHYSICAL DISABILITY (PD)

Fayette County Schools provide programs for some students with physical disabilities which prevent them from receiving all of their education in the regular classroom. Such conditions include: cerebral palsy, muscular dystrophy, spinal bifida, injuries resulting from accidents and other diseases and conditions.

Suggestions Specifically for Students with Physical Disabilities

1. When working with students with physical disabilities, the substitute should be aware:
 - a. That the condition which caused the physical disability may also have caused some degree of mental disability, perceptual problems, visual or hearing problems and/or motor difficulties. If this is the case, directions should be specific and simple, and phrased in an appropriate vocabulary.
 - b. That some students may need to take medication for possible seizure patterns. The regular teacher should leave a list of students requiring medication, dosage, time due. If you do not find such a list, check with the building principal immediately.
 - c. That some students wear concealed ileostomy and colostomy bags which collect body waste. These bags require emptying at specific intervals. Check with the classroom aide to determine who has this need.
 - d. That some students must be catheterized on a regular schedule. This service is provided routinely by the school health nurses.
 - e. That some students wear leg braces and other prosthetic devices which must be locked, unlocked or placed into position for certain activities. Consult with the teacher aide for such information.
 - f. That some students are periodically “positioned” or placed on mats, in standing tables, etc. The classroom aide will know who these students are and their routines.
2. Behavior to Expect—The substitute should:
 - a. Allow movement about the room.
 - b. Expect students with physical disabilities to behave as any other nondisabled student. Do not accept excuses for not attempting or completing tasks planned by their regular teacher. The classroom aide will be helpful to you in determining a specific student’s ability to perform a given task.
3. Approach to Discipline —The substitute should:
 - a. Handle discipline problems as normally as possible.
 - b. Not respond to excessive demands for your attention, after giving clear directions and being sure that they are understood.
 - c. Be sure that the student understands clearly why he/she was punished, if punishment is necessary.

CLASSES FOR STUDENTS WITH MILD MENTAL DISABILITY (MMD)

Fayette County Schools provide programs for students with mild mental disability. These students may have intelligence quotients between 70 and 50 and who require a training program which provides instruction in self-help skills, socialization skills, low level academic instruction in basic skill areas and pre-vocational training.

Suggestions Specifically for Students with Mild Mental Disability

1. When working with students with mild mental disability, the substitute should:
 - a. Give directions in a simple manner. Remember that these students' language age is lower than their chronological age. You may have to simplify or rephrase your directions. Be sure that directions are understood. You may need to demonstrate the desired activity or response.
 - b. Be aware that some students with MMD may persevere an activity beyond the point at which is desirable. When this behavior occurs, ask the pupil to stop, to go on to another specific activity, or intervene and direct the pupil gently, but firmly, into the desired activity.
 - c. Be aware that some students may need to take medication for possible seizure patterns. The regular teacher should leave a list of children requiring medication, dosage, time due. If you do not find such a list, check with the building principal immediately.
 - d. Be willing to assist a student with toileting needs such as changing a diaper or supervising a student while toileting.
 - e. Be willing to assist with feeding.

2. Behavior to Expect—The substitute should:
 - a. Separate students physically if they become involved in arguing, pushing or hitting behavior. This can best be accomplished by placing them as far apart as space will permit within the room. If the behavior persists, request assistance from the principal.
 - b. Consult the teacher aide or principal to determine the appropriate action if some students demonstrate self-mutilating, self-stimulating and self-abusive behavior. If this behavior occurs regularly, there has been a plan developed to deal with reducing the behavior.
 - c. Expect the students to follow your direction more slowly than other students.

3. Approach to Discipline—The substitute should:
 - a. Be sure that your directions are understood.
 - b. Be kind, but firm.
 - c. Expect your directions to be followed.
 - d. Be sure the student knows why he/she is being punished if punishment is required.
 - e. Ignore minor negative behaviors if they are not dangerous to the student or others, and are not disruptive to the instructional program.

Additional Considerations Specifically for Students with Mild Mental Disability

1. Some students take medication for possible seizure patterns, hyperactivity, etc.
2. Students may need supervision with toileting.
3. Students may need assistance with feeding.
4. The teacher needs to limit the length of complexity of verbalization.

CLASSES FOR STUDENTS WITH FUNCTIONAL MENTAL DISABILITY (FMD)

Fayette County Schools provide programs for students with functional mental disability. These pupils usually have an intelligence quotient of 50 or below. They frequently lack self-help skills, have limited communication skills, and require a great deal of assistance.

Suggestions Specifically for Students with Functional Mental Disability

1. When working with students with functional mental disability, the substitute should remember that these students have:
 - a. Limited use of both receptive and expressive language skills. As a result, the person may not respond appropriately to commands such as "No," "Stop," "Start to work now," or to praise such as, "Keep up the good work."
 - b. Difficulty in learning to imitate simple behaviors which interfere with the development of some self-care, social, and verbal behaviors.
 - c. Self-care limitations, including lack of toilet training, eating and drinking skills, personal hygiene, and dressing skills.
 - d. Socialization limitations (short attention span, emotional problems, and poor communication skills).
 - e. Academic limitations (very limited academic skills in all areas).
 - f. Prosthetic devices such as concealed ileostomy and colostomy bags which collect body waste. These bags require emptying at specific intervals. Check with the classroom aide to determine who has this need.
 - g. A need to be catheterized on a regular schedule. This service is provided routinely by the school health nurse.
 - h. Leg braces and other prosthetic devices which must be locked, unlocked or placed into position for certain activities. Consult with the teacher aide for such information.
 - i. A need to be periodically "positioned," or placed on mats, in standing tables, etc. The classroom aide will know who these pupils are and their routines.
2. Behaviors to expect--The substitute should be aware that:
 - a. A high rate of repetitive, self-stimulatory, or stereotyped behaviors may be observed. These behaviors may involve body rocking, arm flapping, or even forms of emotional outbursts.
 - b. Short attention span or an inability to concentrate on task for even a short period of time may be observed.
3. Points to Remember--The substitute should:
 - a. Wear comfortable clothing and shoes.
 - b. Be physically fit, since lifting and carrying students may be necessary in some classes.

- c. Be willing to assist a student with toileting needs such as changing a diaper or supervising a student when toileting.
- d. Depend on the aide to give assistance in managing the day's schedule of activities.
- e. NEVER leave any student unsupervised.
- f. Read available information on the class before the day begins.
- g. Check on medication to be given or any precautions to be taken with certain students.
- h. Be willing to assist with feeding.
- i. Limit the length and complexity of your verbalization.

STUDENTS WITH VISUAL IMPAIRMENT (VI)

Fayette County Schools provide itinerant services for students who have visual impairments and who are legally blind.

Suggestions Specifically for Students with Visual Impairments

1. When working with students with visual impairment, the substitute should be aware that:
 - a. These students may have other disabilities (i.e., hearing impairment, physical disability, mental disability, etc.).
 - b. These students frequently have some degree of residual vision which they should use.
 - c. Most of these students use large-type print textbooks or magnifying or enlarging aids and devices rather than Braille.
 - d. Most of these students are familiar with the physical plant and move comfortably through the school building.
 - e. Students should not be left unattended.
2. Behaviors to Expect—The substitute teacher should:
 - a. Expect the same behavior that would be anticipated from a non-disabled student.
 - b. Expect some difficulty understanding new concepts dealing with spatial relationships and positions.
 - c. Expect the student to tire of reading and other activities requiring use of residual vision.
3. Approach to Discipline—The substitute should:
 - a. Approach discipline in the same manner that you would in dealing with a
 - b. Nondisabled student.
 - c. Not "give in" easily to complaints of being "tired" and not wanting to continue a task or assignment.
 - d. Be firm, consistent and kind.

CLASSES FOR STUDENTS WITH EMOTIONAL-BEHAVIORAL DISABILITY (EBD)

Fayette County Schools provide programs for students who are identified as having emotional-behavioral disability. This refers to those students whose emotional or behavioral characteristics indicate that they can benefit from a modified learning environment and an instructional program compatible with their individual needs. These programs include the following models and services:

- Resource Rooms (see Section on Resource Rooms)

- Self-contained classroom
- Classrooms in various agency and hospital settings (Lexington Day Treatment Center, Bluegrass Assessment Center, Shriner’s Hospital, Florence Crittenton, & etc.)

Suggestions Specifically for Students with Emotional-Behavioral Disability

1. When working in EBD self-contained classes, the substitute should:
 - a. Be in the classroom to welcome students as they enter and establish a friendly, pleasant atmosphere for the day.
 - b. Learn the students’ names immediately since the class will consist of no more than ten students. This is the first and best way to gain class control.
 - c. Maintain the regular classroom schedule and attempt to follow available lesson plans. Move the students quickly from one activity to another. It is at transition periods that students may become disruptive.
 - d. Provide individual and small group academic instruction, with mainstreaming utilized when appropriate.
 - e. Be sure you know the classroom rules. Adhere to any behavior modification techniques already in use within the classroom. Be consistent.
 - f. Record any necessary data to be collected in conjunction with any management system(s) utilized in the classroom.
 - g. Make use of the paraprofessional (teacher aide), since he/she is familiar with the work and students in the class. As a substitute teacher, responsibility for the class and its needs are still yours.

2. Behaviors to Expect—The substitute should:
 - a. Expect and ask for appropriate behavior, but also understand that students with EBD will most likely display inappropriate behavior.
 - b. Expect some inappropriate behavior which might include: talking out, out-of-seat, easily distracted, withdrawn, depressed or temper tantrums.
 - c. Expect students with EBD to exhibit behaviors considered immature for their age.

3. Approach to Discipline—The substitute should:
 - a. Handle discipline problems as normally as possible.
 - b. Take the student(s) to the principal if undue misbehavior persists on the part of a student.
 - c. Be consistently firm but respectful, and remain calm.

CLASSES FOR STUDENTS WITH SPECIFIC LEARNING DISABILITY (SLD)

Fayette County Schools provide programs for students who are identified as having a specific learning disability. This refers to those students who require specially designed instruction due to learning difficulties and benefit from a modified learning environment compatible with their individual needs. These programs include the following models and services:

- Resource Rooms (see Section on Resource Rooms)

- Self-Contained Class

Suggestions Specifically for Self-Contained Classes for Students with Specific Learning Disability

1. When working in SLD self-contained classes, the substitute should:
 - a. Be in the classroom to welcome students as they enter and establish a friendly, pleasant atmosphere for the day.
 - b. Learn the students' names immediately since the class will consist of no more than ten to twelve students. This is the first and best way to gain class control.
 - c. Maintain the regular classroom schedule and attempt to follow available lesson plans. Move the students quickly from one activity to another. It is at transition periods that students may become disruptive.
 - d. Provide individual and small group academic instruction, with mainstreaming utilized when appropriate.
 - e. Be sure you know the classroom rules. Adhere to any behavior modification techniques already in use within the classroom. Be consistent.
 - f. Record any necessary data to be collected in conjunction with any management system(s) utilized in the classroom.
 - g. Make use of the paraprofessional (teacher aide), since he/she is familiar with the work and students in the class. As a substitute teacher, responsibility for the class and its needs are still yours.
2. Behaviors to Expect—The substitute should:
 - a. Expect that students with specific learning disabilities require frequent modeling and guided practice of academic subject matter before requiring independent practice.
 - b. Expect some inappropriate behavior which may include: social skills with authority and peers, easily distracted, avoidance of task.
 - c. Expect students to exhibit behavior considered immature for their age.
3. Approach to Discipline—The substitute should:
 - a. Handle discipline problems as normally as possible.
 - b. Take the student(s) to the principal if undue misbehavior persists on the part of a student.
 - c. Be consistently firm but respectful, and remain calm.

Suggestions Specifically for Resource Rooms for Students with Specific Learning Disability (SLD), Emotional-Behavioral Disability (EBD), and Mild Mental Disability (MMD)

A resource program has the responsibility of providing supportive education service to students. The students have to move back and forth between the regular classroom and the resource room throughout the school day according to the students' Individual Education Plans (IEP's).

When working in the resource room, the substitute should:

1. Be in the classroom to welcome students as they enter and establish a friendly, pleasant atmosphere for the day.
2. Provide individual and small group academic instruction, with mainstreaming utilized when appropriate as indicated on the IEP.
3. Be sure you know the classroom rules. Adhere to any behavior modification techniques already in use within the classroom. Be consistent.
4. Be consistently firm, but respectful, and remain calm.
5. Consult with the principal, school-based consultant, or other special education teachers, if problems arise.

APPENDIX

EXHIBIT A

Exclusion Form for Substitute Teachers and Paraeducators

EXHIBIT B

Agency Site Descriptions

EXHIBIT C

Record of Substituting

EXCLUSION FORM FOR SUBSTITUTE TEACHERS AND PARAEDUCATORS

School _____ Employee Absent _____

Date of Assignment _____ Substitute Assigned _____

Check one or more categories below that pertain to the unsatisfactory performance of the substitute assigned for the above employee and give a brief explanation of the problem in the space provided. The substitute will not be excluded without an explanation of the problem and a principal’s signature on the form. Completed form should be sent to the Human Resource Office. *Substitutes will receive a copy of the exclusion form and have the opportunity to respond to the Associate Directors of Certified or Classified Personnel.*

Unprofessional appearance or attitude

Poor classroom management

Failure to follow lesson plans

Use of inappropriate language or media

Violation of school policy (computer use, student supervision, leaving campus, etc)

Other (explain)

Principal follow up:	Exclusion from:
<input type="checkbox"/> Spoke with the substitute regarding this issue	<input type="checkbox"/> Exclude substitute for entire school
<input type="checkbox"/> Unable to follow up, received after the substitute had left this location	<input type="checkbox"/> Exclude substitute for the above employee

Date

Principal's Signature

Agency Site Descriptions

EXHIBIT B

<u>Site</u>	<u>Description</u>	<u>Pay Slips</u>
The Stables/ Central Kentucky Riding for Hope 859-333-5827 hours 6:45-1:50	An alternative program housed at The Kentucky Horse Park.	Student Support Room 201 attn Pam White
Family Care Center- High Sch 859-288-4040 hours 8:00-3:30	An agency for women who have dropped out of high school to have children and are returning to finish their GED. Located at 1135 Red Mile Place.	Student Support Room 201 attn Pam White
Family Care Center-Early Start 859-288-4040 hours 8:15-12:15	An early start classroom for the children of the mothers enrolled in the Family Care Center High School Program Located at 1135 Red Mile Place.	Early Start Room 116 Attn Whitney Stevenson
Florence Crittenton Home 859-252-8636 hours 8:15-3:45	A program for girls that are in need of emergency placement or pregnant girls that would like an alternative educational placement. Program provides education to students in grades 7-12. Teachers teach all subjects. Located at 519 W Fourth St.	Student Support Room 201 attn Pam White
Juvenile Detention Center 859-246-2806 hours 7:30-3:00	Classroom facilities at the Fayette County Juvenile Detention Center at 3475 Spurr Road. For students who have been convicted of crimes and are housed in the center.	Student Support Room 201 attn Pam White
Lexington Day Treatment Ctr 859-253-1581 hours 8:00-3:30	A treatment program for students between the ages of 13-17 that have displayed difficulty in school, home, or community. Students attend school daily and receive counseling to support their educational and social success. Located at 115 Cisco Rd. Some students may have identified disabilities.	Student Support Room 201 attn Pam White
Ridge Behavioral Hospital 859-269-2325 hours 8:00-3:30	Classroom facilities for students K-12 who are admitted at Ridge Behavior Hospital on Rio Dosa Drive. Students have emotional and/or substance abuse problems.	Student Support Room 201 attn Pam White
Samaritan Hospital 8:00-3:30 Shriner's Hospital 8:00-3:30 UK Med Center 8:00-3:30	Individualized teaching according to the students who are admitted to each hospital. Age and needs vary.	Student Support Room 201 attn Pam White
UK Preschool 859-257-7732 hours 8:00-4:00	Early start classroom located on UK's campus in Erikson Hall Room 12	Early Start Room 116 attn Whitney Stevenson

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