

**2024-2025**

**USD 214- Ulysses**



# **Substitute Personnel Handbook**

Approved: August 12, 2024

## **USD 214- Mission Statement**

Preparing Every Student - Every Day!

## **USD 214 Vision Statement**

USD 214 IS A COMMUNITY ENGAGED IN LEARNING. STRIVING FOR EXCELLENCE,  
AND ACHIEVING SUCCESS!

## **USD 214 Strategic Plan**

### **Student Success**

Successful students are productive citizens and successful leaders.

- Ensure all students have access to high quality instruction.
- Professional Development that support and enhance student engagement.
- Develop community partnerships to provide real world learning opportunities

### **Facilities**

Safe and Secure facilities that meet the needs to serve students, staff, and the community.

- Effective and thoughtful communication about facility needs.
- Engage with all stakeholders to gather feedback and input.
- Take inventory of each facility and create a prioritized needs assessment.
- Establish pride in USD 214 facilities.

### **Community Partnerships**

Create, maintain, and sustain strong community partnerships that benefit our students and community.

- Define and promote the school district's story.
- Develop intentional, focused, pre-planned partnerships with community organizations.
- School and student involvement in the community.

### **Quality Teachers**

Recruiting and retaining quality teachers will lead to greater student achievement through high quality instruction.

- Hire and develop people that focus on striving for excellence and growth.
- Provide relevant Professional development opportunities on instructional strategies and materials.
- Provide clear curricular objectives to be taught.

## Table of Contents

<b>Message From the Superintendent.....</b>	<b>1</b>
<b>Message From the Board of Education.....</b>	<b>2</b>
<b>USD 214 - Ulysses District KESA Goals.....</b>	<b>2</b>
<b>General Information.....</b>	<b>3</b>
USD 214-Ulysses Board of Education.....	3
District Calendar.....	4
Introductory Statement.....	5
Disclaimer.....	6
Supervening Local Law.....	6
Employee Code of Conduct.....	6
<b>Human Resources &amp; District Information.....</b>	<b>8</b>
District Department Contacts.....	8
Directory of Schools.....	9
School Building Office Hours.....	9
Board Policies.....	9
Policy Implementation.....	9
Address and Contact Information Changes.....	9
Health Examinations.....	10
Verification of Previous Employment and Education.....	10
Americans with Disabilities Act (ADA).....	10
Equal Employment Opportunity.....	11
Nature of Employment – “At-Will”.....	12
Anti-Harassment Policy.....	12
Sexual Harassment Policy.....	13
Bullying.....	14
Discrimination.....	16
Political Activities.....	16
Complaints.....	16
Chain of Command.....	16
Assignment & Transfers.....	16
Recognition and Regulations.....	17
Payday.....	17
Pay Deductions.....	18
Safe Harbor Policy.....	18
Attendance.....	18
Supervision.....	19
Conflict of Interest.....	19
Criminal Convictions.....	19
Termination.....	19

Personal Property.....	19
<b>Professional Responsibilities &amp; Expectations.....</b>	<b>20</b>
Orientation.....	20
Hours for Substitute Teachers.....	20
Licensing.....	20
Employment.....	20
Solicitations.....	20
Procedures for Obtaining Substitute Teachers.....	21
Vacant Employment Positions.....	21
Maintaining Active Substitute Status.....	21
Leaving Employment as a Substitute Teacher with USD 214-Ulysses.....	21
Confidentiality.....	22
Personnel Information.....	22
FERPA.....	22
Student Records.....	22
Progressive Discipline.....	23
Dress Code.....	23
Evaluation.....	24
Faculty Meetings.....	24
Courtesy.....	24
Your Role as a Guest Teacher.....	24
Respecting Privacy: Your Role as Our Guest Teacher.....	25
Basic List of Classroom Responsibilities of the Substitute Teacher.....	25
Classroom Management.....	26
A Dozen B's for Effective Classroom Management.....	26
Management & Procedures of the Classroom.....	27
Positive/Negative Awards.....	28
Student Disciplinary Procedures.....	28
Maintaining Order and Respect in the Classroom.....	32
Student Searches.....	32
Hallway & Playground Duty Expectations & Improving Staff Relationships.....	33
Student Health.....	33
Attendance Procedures (Concerning Students).....	33
Permission to Leave the Classroom.....	34
Student Leaving Building.....	34
Reporting Student Crimes and Protecting Student Privacy Rights.....	34
Child Abuse.....	35
Violence Prevention.....	35
Staff-Student Relations.....	36
Telephone Usage.....	36
Cellular Phone Usage Policy.....	37

Cell Phones or Similar Devices at Work.....	37
Use Cellular Phones and Similar Devices While Driving a School Vehicle.....	37
Personal Cellular Phone or Similar Device Used for District Business While Driving.....	38
Violation of Policy.....	38
Use of District Computers/Privacy Rights.....	38
Responsible Use of Communication Technologies.....	39
School Closing/Inclement Weather.....	39
Food or Drinks in the Classroom.....	39
Gifts.....	39
Leaving the Building during School Hours.....	39
<b>Facilities &amp; Transportation.....</b>	<b>39</b>
Custodians.....	39
Building Security.....	40
Emergency Operations.....	40
Automated External Defibrillators.....	40
Care of Room and/or Building.....	40
Remote Keys and Access to the Building.....	41
Teacher's Workrooms.....	41
Copy Machine Use & Care.....	41
Tobacco-Free Environment.....	41
<b>Curriculum, Instruction, and Assessment.....</b>	<b>42</b>
Curriculum.....	42
Substitute Folder.....	42
Lesson Plans.....	43
Effective Use of Video & Instructional Aides.....	43
Internet Access.....	44
Students Grading Papers.....	44
What Works—Research About the Classroom.....	44
Leaving a Detailed Report for the Teacher.....	45
Substitute Report Template.....	45
SubstituteFeedback Form.....	45
What You Always Wanted to Know About Substituting but were Afraid to Ask.....	45
<b>Relevant Publications for Required Reading and Knowledge.....</b>	<b>47</b>
USD 214-Ulysses Board Policy.....	47
USD 214-Ulysses Parent and Student Handbook.....	47
USD 214-Ulysses Section 504 Notebook.....	47
USD 214-Ulysses District & School Improvement Plan.....	48
Emergency Operations Plan.....	48
Bloodborne Pathogens.....	48
Emergency Safety Interventions (ESI) Board Policy (GAAP).....	48
<b>Notice of Non-Discrimination.....</b>	<b>52</b>

<b>Social Media Guidelines.....</b>	<b>53</b>
Be Professional and Respectful.....	54
Be Honest and Accurate.....	55
Retaliation Is Prohibited.....	58
Discussion of the Terms and Conditions of Employment and Free Speech.....	58
<b>Substitute Feedback Form.....</b>	<b>59</b>
<b>Substitute Report.....</b>	<b>60</b>
<b>Regular Teacher Feedback Form for Substitute Teachers.....</b>	<b>61</b>

## Message From the Superintendent

Dear USD 214- Ulysses Certified Staff,

On behalf of the entire school board and myself, I want to welcome you to the 2024-2025 school year! The substitute handbook serves as a guide to help you navigate our school district's policies, procedures, and resources to ensure a successful and fulfilling experience. The handbook is an extension of district policy. Please take the time to review the information and help us by contacting your direct supervisor or building principal if you have any issues or concerns. Our leadership team, mentors, and colleagues are here to support you throughout your journey.

As a substitute staff member, you play a crucial role in shaping the lives of our students. Your commitment to their academic, social, and emotional well-being is the cornerstone of our school's success. We recognize and appreciate your passion for education and your positive impact on each child entrusted to your care.

This handbook outlines essential information regarding teaching and learning expectations, professional development opportunities, schoolwide initiatives, and employee benefits. It also highlights our district's core values of creating an inclusive environment where all students and staff feel safe, important, and inspired. USD 214- Ulysses is **cultivating a learning community where all students engage in learning, strive for excellence, and are supported to achieve their full potential.** These values underpin every aspect of our operations and guide our interactions with students, families, and staff.

Together, we can create a transformative learning environment where every student thrives. Thank you for choosing to make a difference in our children's lives. We are excited to start a new year!

Sincerely,

Corey Burton

USD 214- Ulysses Superintendent

## **Message From the Board of Education**

Dear USD 214- Ulysses Certified Staff:

Thank you for all you do for this District's students. You are an important part of a team dedicated to preparing students to engage in the learning, strive for excellence, and achieve their fullest potential. This ongoing effort requires commitment, passion, enthusiasm, and professional collaboration. USD 214- Ulysses is fortunate to have a community of learners working together to support our students' academic success and well-being. Good luck with a successful and enjoyable school year, and again, thank you for all you do.

Sincerely,

The Board of Education

### **USD 214 - Ulysses District KESA Goals**

- By the 2027-2028 school year, we will decrease the number of free and reduced students in level 1 on the state ELA assessment by 3%, from 51.58% in 2023 to 48.58% in 2028. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, the number of students performing at a level 1 on the math state assessments will decrease by 3% from 43.3% in 2023 to 40.3% in 2028. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, we aim to increase the graduation rate by 3% compared to the 2022 graduation rate of 83.8%. (Fundamental Four: Structured Literacy, Balanced Assessments, Standards Alignment, Quality Instruction.)
- By the 2027-2028 school year, we aim to increase the post-secondary success rate by 3% compared to the 2021 post-secondary success rate of 36.1% (Fundamental Four: Balanced Assessments, Standard Alignment, Quality Instruction.)

## **General Information**

### **USD 214-Ulysses Board of Education**

The USD 214-Ulysses School District, like all Districts in Kansas, is governed by a seven-member Board of Education. In USD 214 Ulysses, school board members are elected by six (6) district wards with residency requirements and one (1) at-large member. The legal qualification for a citizen to be eligible for the Board of Education is to be a registered voter within the school district boundaries based on the school board position they are running for. School board members serve four-year staggered terms, so there is a stream of consistency and history; not all board members are new simultaneously. School board elections are held on the Tuesday following the first Monday in November during odd-numbered years.

There are four main goals of a Board of Education: establish clear policy for a school system; set short- and long-term goals for the system; select and evaluate the superintendent; and hold the superintendent accountable for accomplishing the goals of the District. You may contact members of the Board of Education regarding issues of concern, but it is essential to know that decisions are made with a quorum of the Board when it is in session. Board members commit time, energy, and vision to make USD 214- Ulysses the best School District in Kansas. The Board of Education changes every two years, and we have been fortunate to have determined and committed members to provide advocacy and support for students, parents, the community, and teachers/staff.

Please check the District website ([www.usd214.org](http://www.usd214.org)) for the meeting schedule for the upcoming year. Parents and community members are encouraged to attend the meetings and learn about your school district.

#### **Members of the USD 214-Ulysses School Board**

- Mr. Ron Smith - President
- Mrs. Diana Nunez - Vice-President
- Mr. Mike Meyer
- Mrs. Nichole Winner
- Mr. Daron Cowan
- Mr. Chad McCormick
- Mr. Kasey Krueger

# District Calendar

## USD 214 District 2024-2025 CALENDAR

BOE Approved July 8, 2024

**August 1-** Building Admin & Office Staff Report  
**August 5 & 6 -** Student Enrollment @ buildings  
**August 9 & 12 -** New Teacher Academy  
**August 13-** Teachers Report to buildings for PD  
**August 14 -** ½ Building PD/ ½ Teacher Workday  
**August 15-** Building PD (Convocation @ 9 a.m. & Ministerial Alliance Luncheon)  
**August 16-** Teacher Workday  
**August 19 -** Fall Sports Begin/ Elementary & KMS Family Connections KDG CAMP /UHS Building PD  
**August 20-** Elementary Family Connections/ KDG CAMP/6<sup>th</sup> Grade, 9<sup>th</sup> Grade & New students report to KMS & UHS First Day of School (8 AM - 12 PM)  
**August 21-** First Day of School (K-12)  
**August 23 -** No School for KDG (Family Connections)  
**September 2 -** Labor Day No School  
**September 4-** UHS Early Release  
**September 23-** No School-Building PD Day  
**October 2-** UHS Early Release  
**October 11 -** School dismissed @ Noon, ½ District PD Day (Homecoming)  
**October 17-End of 1<sup>st</sup> Quarter**  
**October 18 -** No School  
 ½ Building PD / ½ Teacher Workday  
**October 21 -** Start of 2<sup>nd</sup> Quarter  
**October 23-P/T** conferences 4:30-8:30 p.m.  
**October 24 -** No School  
 P/T Conferences 9 a.m.- 1 p.m. 2-7 p.m.  
**October 25-** No School  
**November 6-** UHS Early Release  
**November 27 -29-** No School  
 Thanksgiving Break  
**December 4-** UHS Early Release  
**December 20 -** End of 2<sup>nd</sup> Quarter  
 Schools dismissed @ Noon  
**December 23-January 3 -** Holiday Break (No School)  
**January 1-** District Office Closed  
**January 6 -** No School  
 ½ Building PD/ ½ Teacher Work Day  
**January 7 -** Start of 3<sup>rd</sup> Quarter  
 School Resumes  
**January 20-** No School-MLK Day  
 Building PD  
**February 5-** UHS Early Release  
**February 17 -** President's Day No School/District Closed  
**February 28-** No School  
 ½ Building PD/ ½ Teacher Workday

AUGUST 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**March 5 -** UHS Early Release  
 P/T Conferences 4:30-8:30 p.m.  
**March 6 -** No School  
 P/T Conferences 9 a.m.- 1 p.m. 2 p.m.- 7 p.m.  
**March 7 -** No School  
**March 13 -** End of 3<sup>rd</sup> Quarter  
**March 14 -** No School  
 ½ Building PD / ½ Teacher Workday  
**March 17-21-** Spring Break (No School)  
**March 24 -** School Resumes  
 Start of 4<sup>th</sup> Quarter  
**April 2 -** UHS Early Release  
**April 18 & April 21-** No School  
 Easter Break  
**May 5 -** No School - Building PD  
**May 7 -** UHS Early Release  
**May 14-** Last Day for Seniors  
**May 17 -** UHS Graduation @ 9:00 a.m.  
**May 20 -** UCLC Graduation @ 6 p.m.  
**May 21 -** 8<sup>th</sup> Grade Recognition @ 6 p.m.  
**May 22-** End of 4<sup>th</sup> Quarter-  
 Schools Dismissed @ Noon  
 District Convocation @ 2:00 p.m.  
**May 23 -** Staff Last Day dismissed @ Noon  
**May 23 & 27 -** Inclement Weather  
 Make-up Day  
**May 26-** Memorial Day (District Office Closed)  
**June 13-** K-8 Admin & Office Staff Last Day  
**June 27 -** UHS Admin & Office Staff Last Day  
  
*Hours/Days Required*  
*Student Days - 1,116 hours required = 160 days*  
*Required Hours/ Scheduled Hours*  
**UHS Seniors Hours**  
 1086 required / 1,164 scheduled  
**UHS Student Hours**  
 1,116 required / 1,202.5 scheduled  
**K-8 Student Hours**  
 1,116 required / 1,209.5 scheduled  
  
**Student Days SR- 159**  
**Student Days K-12 - 164**  
**Teacher Days - 180**  
**New Teachers -183**

## **Introductory Statement**

This handbook is designed to acquaint you with USD 214-Ulysses and provide information about working conditions, employee benefits, and policies affecting your employment. The policies, procedures, and programs outlined serve as guidelines informing you of relevant employment facts. You should read, understand, and comply with all provisions of this handbook. One of our key objectives is to provide a work environment conducive to personal and professional growth. While the policies and procedures outlined in this manual should give employees answers to most of the general questions they might have about their job or the USD 214- Ulysses programs and procedures, they cannot cover every situation that might arise. If employees have questions about these guidelines or need further information about any subject, they should consult their supervisor.

No employee handbook can anticipate every circumstance or question about policy. Therefore, USD 214- Ulysses reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Employees will, of course, be notified of such changes to the handbook as they occur.

First and most importantly, we expect our substitute teachers to teach. You assume a demanding and critical role in the education of the students in the USD 214-Ulysses School District. The cumulative effect of substitute teachers over the course of a year is very significant to the educational process. You are an important person to us, and we expect you to do your best. It is hoped that our substitutes can become a visiting member of the staff where they work.

Please accept our invitation to participate in appropriate activities and teacher workshops throughout the district.

Please ask regular staff members to assist you whenever the need or a question arises.

Prepare for the day's work ahead by arriving on time and remaining at school until the professional day has been observed. The times are listed in this handbook. If you are not called until late in the morning, we understand and hope that you will report as soon as possible.

Written communication with the teacher is expected, and questions concerning the day's activities need to be addressed by the building principal.

Plan for extra time in the classroom. At times, even the best plans do not follow a strict time schedule. Plan ahead with alternative activities for situations where time is a problem. Students need to be continuously involved in learning activities.

Be a good supervisor by assisting with hall, lunch, and other supervisory duties when deemed necessary. Following the expectations of regular staff will be appreciated by your co-workers and administrators.

Ask your building administrator for assistance in determining building procedures or for specific information not provided herein. We would like to re-emphasize the important role our substitutes assume in the USD 214-Ulysses School District. We hope that you feel positive

about yourself and the daily positions you accept. Please observe a positive approach to seeking information and finding solutions to problems. We do appreciate your cooperation and assistance.

### **Disclaimer**

Nothing in this Handbook creates or is intended to create a contract of employment, either expressed or implied, nor do the Handbook provisions establish an employment relationship where one would not exist. No employee has the authority to create an employee contract by modification of this document.

### **Supervening Local Law**

The USD 214-Ulysses Substitute Handbook is designed to provide accurate and authoritative information on the policies and procedures of USD 214-Ulysses; however, where local, state, or federal law conflicts with these policies and procedures, USD 214-Ulysses will comply with the applicable local, state, or federal law. In the event that a Board of Education policy and/or Negotiated Agreement conflicts with a provision in this handbook, policy and/or law shall control.

In the event that this Substitute Personnel Handbook should contain any language or policies that conflict with the Negotiated Agreement between the Grant County Teachers Association (G.C.T.A.) and USD 214- Ulysses and/or any Unified School District 214 Board Policy, the Negotiated Agreement and Board Policy shall prevail. If there are questions or concerns regarding this aspect of the District's Substitute Handbook, please contact the Board of Education Office.

### **Employee Code of Conduct**

Whenever people work together, specific basic guidelines and expectations of each other are required to establish a positive working environment for all employees. You should know these responsibilities to the USD 214-Ulysses School District and your co-workers.

We expect all employees to act professionally and responsibly at all times. While an exhaustive list of every possible violation is impossible, the following examples represent conduct that may lead to disciplinary action, including termination of employment. These expectations apply to all situations where an employee is: on or using school property, acting as an agent of the district, or working in an official capacity.

#### **Unprofessional or Illegal Conduct:**

- Falsifying or misrepresenting information on work records or district records.
- Misusing, destroying, or damaging property belonging to the district, fellow employees, or students.
- Violating federal, state, or municipal laws or regulations.
- Theft, unauthorized possession, or removal of district property or the property of others.
- Using district materials, time, or equipment for unauthorized purposes.
- Engaging in uncivil behavior (verbal or written) towards anyone associated with the

district or its business. This includes physically or verbally threatening, coercive, intimidating, violent, or harassing behavior, as well as using profane or abusive language or symbols.

- Possessing firearms, weapons, hazardous materials, or explosives on district property or while on duty.
- Engaging in criminal conduct on district premises or while on duty.
- Using, possessing, selling, purchasing, transferring, or being under the influence of intoxicants or illegal substances on district premises or while on duty.

**Job Performance and Reliability:**

- Negligence or carelessness that endangers the safety of others.
- Sharing confidential information with unauthorized individuals.
- Willfully or repeatedly violating safety rules.
- Sleeping while on duty.
- Insubordination or refusing to comply with instructions or assigned duties.
- Performance that doesn't meet the requirements of the position.
- Excessive absenteeism, tardiness, leaving early, or leaving work without a supervisor notification.

**Policy Violations and Disruptive Behavior:**

- Violating any district policy, including those outlined in this handbook, or engaging in conduct that reflects poorly on the employee or the district.
- Gaining unauthorized entry or occupying district facilities.
- Failing to comply with lawful directions from district officials, security officers, or law enforcement officers.
- Any other conduct that may obstruct, disrupt, or interfere with the district's operations or activities.

It is recognized that all that staff does and says and their appearance profoundly impacts our students. It is recognized that the conduct, appearance (image), and professionalism of all staff in public schools are public concerns and concerns of the teaching profession. After all, you represent both yourselves and public education as a whole. To that end, in addition to the foregoing, all staff members are expected to:

- They should thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained in the board's policies.
- Conduct themselves in a manner consistent with effective and orderly education and to protect students and District property.
- Maintain order in a manner consistent with District policies and regulations.
- Comply promptly with all orders of the superintendent, the administrator, and their immediate supervisor.
- District employees must dress and maintain a general professional appearance that reflects their position and does not detract from the school's educational program. The District makes reasonable accommodations for dress or grooming related to an employee's religion, ethnicity, or disabilities. District employees who violate these rules are subject to disciplinary action.

## Human Resources & District Information

### District Department Contacts

USD 214- Ulysses Board of Education Office: (620) 356-3655

Corey Burton - Superintendent [cburton@usd214.org](mailto:cburton@usd214.org)

- |                           |                      |                                   |
|---------------------------|----------------------|-----------------------------------|
| - District Budget         | - Board of Education | - Title IX                        |
| - Complaints & Grievances | - Strategic Plan     | - Board Goals & Strategic Plan    |
| - Negotiated Agreement    | - FMLA               | - Emergency Procedures & Security |

Kevin Warner - Assistant Superintendent [kwarn@usd214.org](mailto:kwarn@usd214.org)

- |  |                               |                            |
|--|-------------------------------|----------------------------|
| - Student Services                     | - UCLC Administrator          | - Curriculum & Instruction |
| - Professional Development             | - Teacher Licensing           | - McKinney-Vento Liaison   |
| - District Test Coordinator            | - District SITE Council       | - 504 Coordinator & IDEA   |
| - Substitute Teachers                  | - Mandated Trainings          |                            |
| - State & Federal Programs & Reporting | - District/School Improvement |                            |

Stacy Figgins - Director of Business & Finance [sfiggins@usd214.org](mailto:sfiggins@usd214.org)

- |                               |                      |                                |
|-------------------------------|----------------------|--------------------------------|
| - Salary & Payroll            | - Employee Benefits  | - Staff Contracts              |
| - District & Building Budgets | - Accounts Payable   | - Frontline Absence Management |
| - Personnel Records           | -Accounts Receivable | -State & Federal Reporting     |

Andrew Cole - Director of Transportation, Facilities & Maintenance [acole@usd214.org](mailto:acole@usd214.org)

- |                                      |                                |
|--------------------------------------|--------------------------------|
| - Transportation                     | - Bus Drivers & Bus Routes     |
| - Facility Maintenance & Repair      | - Grounds Maintenance & Repair |
| - Workman's Compensation Coordinator | - School Transportation Fleet  |

Mauri Steimel - Director of Technology [msteimel@usd214.org](mailto:msteimel@usd214.org)

- |  |                           |
|--|---------------------------|
| - Technology request                   | - Staff & Student Devices |
| - Technology Infrastructure & Security | - District Phones         |
| - District Website                     |                           |

Ruby Romero - Director of School Nursing [rromero@usd214.org](mailto:rromero@usd214.org)

- |                             |   |
|-----------------------------|---|
| - District Health Committee | -Student Health Plans, Records, & Immunizations |
| - Student Health Screenings |   |

Dawn Oakes - Accounts Payable & Board Clerk [doakes@usd214.org](mailto:doakes@usd214.org)

Cynthia Dino - PowerSchool Coordinator & KIDS Reporting [cdino@usd214.org](mailto:cdino@usd214.org)

Shan Meile - Director of Child Nutrition & Athletics Secretary [smeile@usd214.org](mailto:smeile@usd214.org)

Patty Franco - Migrant Education Liaison [pfranco@usd214.org](mailto:pfranco@usd214.org)

Amanda Langley - Transportation Secretary [alangley@sd214.org](mailto:alangley@sd214.org)

## **Directory of Schools**

### Hickok Elementary:

Principal: Marcia Raines, 620-356-3919, [mraines@usd214.org](mailto:mraines@usd214.org)

### Sullivan Elementary:

Principal: Karie Gaskill, 620-356-1742, [kgaskill@usd214.org](mailto:kgaskill@usd214.org)

### Kepley Middle School:

Principal: Amy Wartman, 620-356-3025, [awartman@usd214.org](mailto:awartman@usd214.org)

### Ulysses High School:

Principal: Justin Coffey, 620-356-1380, [jcoffey@usd214.org](mailto:jcoffey@usd214.org)

## **School Building Office Hours**

Hickok and Sullivan Elementary: 8:00 a.m. - 4:00 p.m.

Kepley Middle School and Ulysses High School: 7:45 a.m.- 3:45 p.m.

## **Board Policies**

The Board of Education subscribes to the KASB policy service and hence maintains a thorough and exhaustive set of policies. The board periodically reviews these policies and makes such changes as it thinks advisable. Employees may access all board policies located on the District website at [www.usd214.org](http://www.usd214.org).

## **Policy Implementation**

(See board policy GAA)

Employees shall follow all applicable board policies, rules, and regulations. All personnel handbooks shall be approved by the board and adopted by reference as a part of these policies and rules.

## **Address and Contact Information Changes**

To ensure correct delivery of information and/or other necessary employee correspondence, all address and contact information changes must be made with the Board of Education Office at the employee's earliest convenience.

## **Health Examinations**

As a condition of entering employment, new employees in any of these categories in the district may be required to complete a physical examination at the time of employment with the district. The employee must present a district-approved form upon employment, stating "that there is no evidence of a physical condition that would conflict with the pupils' health, safety, or welfare; and that freedom from tuberculosis has been established... "If at any time there is reasonable cause to believe that any employee is suffering from an illness detrimental to the pupils' health, the school board may require a new health certification." (K.S.A. 72-5213)

## **Required Personnel Documents**

Each employee must have the following records/forms on file with the Business & Finance Director before the first day of employment:

- Application of employment
- W-4 Withholding Certificate
- Loyalty oath or affirmation
- Driving record (bus drivers)
- Work Comp Policy Acknowledgement
- T.B. Test and Health Form
- Email and Internet Policy Acknowledgements
- Social Security card and driver's license
- Employee Code of Conduct
- Form I-9 Employment Eligibility
- K4 Withholding Certificate
- Staff Information Sheet

## **Verification of Previous Employment and Education**

The USD 214-Ulysses Board of Education establishes and approves the daily substitute rate. Initial salary placement may be reconsidered within the first 30 days of employment. This consideration will involve reviewing supplementary information you provide to the Board of Education Office. Adjustments to the initial salary placement may be made within the first 30 days of hire based upon supplementary information provided by the employee to the Board of Education Office, including but not limited to official transcripts and verification of prior experience.

## **Americans with Disabilities Act (ADA)**

USD 214- Ulysses is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted non-discriminately, including, but not limited to, hiring, promotion, discharge, compensation, benefits, training, and all other aspects of employment.

Terms used in this policy have the following meanings: (1) disability means a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (2) a disabled individual is a person who has such an impairment, has a record of such an impairment, or is regarded as having such an impairment; (3) a qualified person with a disability means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the position that the individual holds or has applied for.

USD 214- Ulysses also prohibits discrimination against an employee because the employee has a known relationship or association with a person with a disability. Benefits are made available to employees equally without regard to whether any individual has a disability.

A reasonable accommodation is available to all disabled employees where their disability affects the performance of job functions. Employees who qualify as disabled should discuss the need for reasonable accommodation with the Board of Education Office. Such information will be kept as confidential as possible. USD 214- Ulysses seeks reasonable accommodations for qualified persons with disabilities without undue hardship on the District's business operations.

All employees must comply with safety rules at all times. USD 214- Ulysses makes every effort to place applicants and employees in positions for which they are qualified. However, employees and job applicants are not placed in positions where, with or without a reasonable accommodation, they would directly threaten their own or others' safety or health.

Qualified persons with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation), as well as job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees equally.

USD 214- Ulysses is also committed to not discriminating against qualified employees or applicants because they are related to or employed with a disabled individual. USD 214- Ulysses will follow any state or local law that provides disabled individuals greater protection than the ADA.

This policy is neither exhaustive nor exclusive. USD 214- Ulysses is committed to taking all other actions necessary to ensure equal employment opportunity for disabled individuals in accordance with the Kansas Act Against Discrimination, the Americans with Disabilities Act and applicable amendments, and all other applicable federal, state, and local laws. Any applicant or employee who believes there has been a violation of the District's policy or any applicable law relating to accommodating a disabled individual should immediately contact the Board of Education Office at (620) 356-3655. All complaints are promptly investigated, and all information obtained during an investigation is held in confidence to the extent possible and only disclosed to individuals who need the information. USD 214- Ulysses ensures that this procedure protects employees against illegal retaliation.

### **Equal Employment Opportunity**

(See board Policy GAAA)

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at USD 214- Ulysses will be based on merit, qualifications, and abilities. USD 214- Ulysses does not discriminate in employment opportunities or practices on the basis of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, disability, or any other characteristics protected by law. All pupils, teachers, administrators, other school personnel, and applicants will be treated fairly and respectfully. Specifically, pupils, teachers, administrators, other school personnel, and applicants shall not be willfully or intentionally discriminated against by any representative of USD 214- Ulysses in

accordance with and as defined by federal, state, and local non-discrimination laws.

USD 214- Ulysses will proactively monitor its employment practices and policies continuously. USD 214- Ulysses expects its employees to be aware of their work environment, as well, and be sensitive and respectful to all individuals around them. If employees are subject to or witness discrimination, contact the Board of Education Office immediately. USD 214- Ulysses ensures that this procedure protects employees against illegal retaliation. A prompt and thorough confidential investigation will be conducted on all reports. Any reported violations of EEO law or this policy are investigated. Supervisors or employees found to be engaging in any type of unlawful discrimination will be subject to immediate disciplinary action, up to and including termination of employment.

### **Nature of Employment – “At-Will”**

Employment with USD 214-Ulysses is voluntarily entered into, and an employee is free to resign at will at any time, with or without cause. Similarly, USD 214-Ulysses may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.

No policy or provision in this handbook is intended to create a contract binding USD 214-Ulysses or an employee to an agreement of employment for a specific period of time.

Policies set forth in this handbook are for information purposes only and are not intended to create an implied or expressed contract, guarantee, or assurance of employment or any right to an employment-related benefit or procedure. The provisions of the handbook have been developed at the discretion of USD 214-Ulysses. The school district reserves the right to change, modify, eliminate, or deviate from any policy or procedure in this handbook at any time and to hire, transfer, promote, discipline, terminate, and otherwise manage its employees as it seems appropriate at the school district’s sole discretion.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of USD 214-Ulysses.

### **Anti-Harassment Policy**

USD 214-Ulysses is committed to providing an equal employment opportunity along with a work environment that is free of discrimination and unlawful harassment. USD 214-Ulysses will not tolerate any form of conduct in the workplace that can be considered harassing, coercive, or disruptive. USD 214-Ulysses will support any employees who are subject to harassment. This policy extends to pupils, teachers, administrators, other school personnel, and visitors who may have interaction with the District’s employee in the workplace or while on District business. Any problem of this kind should be reported to the employee’s supervisor or the Board of Education Office.

## ***Prohibited Conduct Under this Policy***

1. Discrimination
  - a. It is a violation of this policy to discriminate in the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, handicap, sex, or any other legally protected status.
  - b. Discrimination of this kind also may be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti discrimination laws.
  - c. Discrimination in violation of this policy will be subject to severe sanctions up to and including termination.
2. Harassment, including sexual harassment, is prohibited by federal and state laws. This policy prohibits harassment of any kind, and the District will take appropriate action swiftly to address any violations of this policy. The definition of harassment is verbal or physical conduct designed to threaten, intimidate or coerce. Also, verbal taunting (including racial and ethnic slurs) that, in the employee's opinion, impairs his or her ability to perform his or her job. Examples of harassment are:
  - a. Verbal: Comments that are not flattering or are unwelcome regarding a person's race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, handicap, sex, or any other legally protected status. Epithets, slurs, negative stereotyping.
  - b. Nonverbal: Distribution, display, or discussion of any written or graphic material that ridicules, denigrates, insults, belittles, or shows hostility or aversion toward an individual or group because of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, handicap, sex, or any other legally protected status.

## **Sexual Harassment Policy**

### ***General Statement***

Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e, et seq., and the Kansas Act against Discrimination. It is the policy of Ulysses USD 214 to maintain a learning and working environment that is free from sexual harassment. The district prohibits any form of sexual harassment. It shall be a violation of this policy for any student or employee of USD 214 to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. Each administrator shall be responsible for promoting understanding and acceptance of, and compliance with, policy and laws regarding sexual harassment in his/her school. The school district will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the district.

### ***Sexual Harassment Defined***

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, verbal or physical conduct, written or graphic material, or communication of a sexual nature when:
  - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
  - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
  - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.
2. Sexual harassment may include but is not limited to:
  - a. Verbal harassment or abuse
  - b. Subtle pressure for sexual activity
  - c. Inappropriate patting or pinching
  - d. Intentionally brushing against a student's/employee's body
  - e. Demanding sexual favors accompanied by implied or overt threats or promises of preferential treatment concerning an individual's employment or educational status
  - f. Any sexually motivated, un-welcomed touching
  - g. Repeated remarks with sexual or demeaning implications

### **Bullying**

Bullying means: Any intentional gesture or any intentional written, verbal, electronic, or physical act or threat either by any student, staff member, or parent toward a student or by any student, staff member, or parent toward a staff member that is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment that a reasonable person, under the circumstances, knows or should know will have the effect of:

- Harming a student or staff member, whether physically or mentally;
- Damaging a student's or staff member's property;
- Placing a student or staff member in reasonable fear of harm; or
- Placing a student or staff member in reasonable fear of damage to the student's or staff member's property.

Bullying also includes cyberbullying. "Cyberbullying" means bullying by using any electronic communication device, including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.

Additionally, bullying means any form of intimidation or harassment prohibited by the Board of Education of the School District in policies concerning bullying adopted pursuant to K.S.A. 72-8256 or subsection (e) of K.S.A. 72-8205 and amendments thereto. USD 214- Ulysses will not tolerate these actions by students, staff, or parents.

For the purposes of this plan and its authorizing policies, “parent” includes a biological, adoptive, or step-parent; guardian; custodian; or other person with authority to act on behalf of a student. Similarly, a “staff member” means any person employed by the district.

Any act of bullying by an individual student or group of students towards a student or staff member of the district is prohibited on or while utilizing school property, in a school vehicle, or at school-sponsored activities, programs, and events. This policy applies to students who directly engage in an act of bullying, to students who, by their behavior, support another student’s act of bullying, and to all staff members and parents who engage in similar behaviors.

Training concerning identifying, reporting, investigating, and preventing bullying behaviors as outlined in district policies, and this plan shall be provided to students and staff members using district resources available for such purpose and shall be provided through school assemblies, staff development, or other appropriate forums at least annually.

On behalf of the board, the board or the district administration may seek student, staff, parent, and/or community input on the adoption, revision, and/or implementation of the board’s bullying policies or plan as directed or approved by the board.

No teacher, administrator, or school district employee shall engage in, permit, or tolerate bullying.

Retaliation against a victim, good faith reporter, or witness to bullying is prohibited. A student or staff member who engages in bullying, reprisal, retaliation, or false reporting of bullying shall be subject to discipline per school district policy and procedures. The school administration and/or board may consider the following factors when determining appropriate disciplinary action for such prohibited conduct: the ages of the parties involved, the developmental and maturity levels, special education needs of the parties involved, and the severity of the behavior.

Discipline guidelines for student bullying may be found in student and employee handbooks. Offenses over time or single offenses that are severe in nature may result in discipline up to and including suspension and/or expulsion or termination from employment. Parents participating in prohibited bullying conduct aimed at district students and/or staff members may jeopardize their access to district facilities; district property; school-sponsored activities, programs, and events; and/or district students and/or staff members through the district’s communication systems. As appropriate, reports to local law enforcement will be filed to report criminal bullying behaviors. (See Policies EBC, GAAC, GAACA, JGEC, JGECA, and KN)

## **Discrimination**

The district is committed to maintaining a working and learning environment free from discrimination, insult, intimidation, or harassment due to race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, or disability. Any incident of discrimination in any form shall promptly be reported to an employee's immediate supervisor, the building principal, or the district compliance coordinator, Mr. Corey Burton, Superintendent of Schools, for investigation and corrective action by the building or district compliance officer. Any employee who engages in discriminatory conduct shall be subject to disciplinary action, up to and including termination.

## **Political Activities**

Substitute employees shall not use school time, school property or school equipment for the purpose of furthering the interests of any political party, the campaign of any political candidate or the advocacy of any political issues (e.g., posting or distribution of political flyers in break areas, sending political-related emails via USD 214 computers, etc.). Please refer to Board Policy GAHB for additional information related to Political Activities.

## **Complaints**

The Board encourages all complaints regarding the District to be resolved at the lowest possible administrative level. Employees may file a complaint with their supervisor concerning a school Rule, regulation, policy, or decision affecting them. The complaint shall be in writing and filed within ten (10) working days following the event complained of. It shall specify the basis of the complaint. The supervisor shall meet with the employee and provide a written response within ten (10) days. If the employee disagrees with the decision, the employee may appeal to the superintendent or designee. The superintendent's or designee's decision shall be final. Employees covered by the negotiated agreement shall follow procedures outlined in that document. Please refer to Board Policy GAE and KN.

## **Chain of Command**

Employees must follow the proper "chain of command" by contacting their immediate supervisor to resolve problems. Exceptions may be made if the supervisor is the source of the complaint, for example, in a situation involving sexual, racial, or other forms of harassment. Please refer to Board Policy GAAC and JGEC for details. If neither policy applies, employees shall discuss all concerns with their immediate supervisor before taking additional action. In the absence of the Principal, contact should be made with the appropriate District Administrator of severe situations that cannot wait for the next day for a solution.

## **Assignment & Transfers**

The Board reserves the right to assign, reassign, or transfer all employees (Board Policy GACE). The department administrator and/or supervisor have the responsibility for the assignment of employees under their supervision. An administrative-initiated reassignment or transfer will be made when it is in the best interest of the school district.

An employee who desires to apply for a vacancy and transfer shall file an internal application online using the District's website. Those individuals making the request must meet the minimum qualifications listed in order to be considered a candidate. The supervisor of the program will review all requests and determine the procedure for identifying the best candidate. The applicant shall be notified of the disposition of his or her request when the vacancy has been filled.

### **Recognition and Regulations**

District substitute personnel are those employed in positions for which the State Board of Education requires certification. Acceptable forms of certification include holding a valid Kansas the teaching license, valid standard substitute license, or valid emergency substitute license.

The KSDE Quality Performance Accreditation (QPA) regulation 91-31-34(b) establishes the following parameters:

- A school district shall not allow a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate to teach for more than 30 days in the same assignment.
- A school district shall not allow any person who does not hold a baccalaureate degree to teach for more than 15 days in the same assignment or more than 60 days in a semester.

### **Payday**

The current rate of pay for substitute teaching is \$95 (Substitute Aide), \$120 (KSDE Emergency Substitute License), or \$130 (KSDE Licensed Certified Teacher) depending on license per day.

When a long-term substitute fills a vacant teaching position due to a lack of qualified candidates, their daily pay will match the base salary for certified teachers in USD 214-Ulysses. This rate is determined by the negotiated agreement between the Board of Education and the Grant County Teacher Association. However, payment is limited to school days, and no sick leave benefits are included.

Beginning on the ninth consecutive workday in the same position requiring development of daily lesson plans to be submitted to the building administrator, a substitute teacher shall be paid at a daily rate computed by dividing the base teacher salary by the number of teacher contract days. This rate shall not be retroactive to the first workday. The long term sub rate, once established, shall continue for the duration of the substitution unless broken by 3 consecutive days of absence. When the regular teacher returns for a full day, the long-term sub rate ceases.

Pay for substitute employees is on a monthly pay schedule and will be issued on the 21<sup>st</sup> day of each month unless the 21<sup>st</sup> falls on a weekend. Should the 21<sup>st</sup> fall on Saturday or Sunday, the payment will be made on the Friday preceding the 21<sup>st</sup> (i.e., the 20<sup>th</sup>). Should the 21<sup>st</sup> fall on a holiday, the transaction will be made on the last business day prior to the holiday. Pay dates will be established annually by the board and will be made available to employees.

## **Pay Deductions**

The law requires the District to make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. The District also must deduct Social Security taxes on each employee's earnings up to a specified limit called the Social Security "wage base." The District is required to honor garnishments, other court orders, and levies to the extent prescribed by law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, the Business Office can assist in having your questions answered.

## **Safe Harbor Policy**

### *Review Your Pay Stub*

An employee should review his or her pay stubs when receiving them to ensure they are correct. The District takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and are paid promptly on the scheduled payday. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to the District's attention, the District promptly makes any necessary correction. If an employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

### *To Report Violations of This Policy, Communicate Concerns, or Obtain More Information*

If an employee has questions about deductions from his or her pay, please contact the Board of Education Office immediately. If an employee believes wages have been subject to any improper deductions or his or her pay does not accurately reflect all hours worked, the employee should report his or her concerns to the Board of Education Office immediately.

Every report will be thoroughly investigated, and corrective action will be taken. In addition, The district will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperates in the District's investigation of such reports. Retaliation is unacceptable. Any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

## **Attendance**

The School District requires employees to report to work in time to commence work at the scheduled time. The School District is aware that emergencies, illnesses, or other extenuating circumstances may occasionally arise. In such circumstances, a satisfactory explanation of the reason for lateness or failure to report for an accepted assignment is required. It is the employee's responsibility to contact the building supervisor in a timely manner if he or she will be late or unable to report for an accepted assignment.

### ***Attendance Infraction***

Tardy:	Arriving for work more than 5 minutes late.
Absence:	Not reporting for the assigned shift.
No Call/No Show:	Failure to call to advise of absence.

***Expectations***

When an employee is absent, arrives late for work, or is a no call/no show, it constitutes a staffing issue. Employees must make every effort to report to work on time and to communicate in advance reasons for not being able to report for work. Employees must call their immediate supervisor one (1) hour prior to the shift start time (except in cases of emergencies) to report absence or tardiness.

***Discipline***

Repeated absenteeism or tardiness will result in disciplinary action, up to and including termination of employment.

***No Call/No Show***

Three consecutive days of no call/no show will be considered job abandonment. Employee will not be eligible for rehire.

**Supervision**

The superintendent is responsible for all employees, but building principals or other designated employees may also directly supervise them.

**Conflict of Interest**

District employees are prohibited from engaging in activities that conflict with or detract from the adequate performance of their duties.

**Criminal Convictions**

Any employee convicted of a felony or driving under the influence or who enters a plea of guilty or diversion agreement must notify the superintendent within five days after the conviction or diversion agreement. Similarly, any employee who is convicted under a criminal drug statute for a violation occurring at the workplace must notify the superintendent within five days after the conviction.

**Termination**

Willful or consistent violation of board policy may result in disciplinary action up to and including termination.

**Personal Property**

The district does not provide insurance on employee's personal property and, therefore, does not assume any liabilities. If an employee's personal property is broken, damaged, or stolen while on the job, repair, or replacement is the employee's responsibility.

## **Professional Responsibilities & Expectations**

### **Orientation**

All new substitute employees are required to attend a New Hire Orientation as designed by the Board of Education prior to starting their first day of employment. This time will be designated to familiarize the employee with the District, provide information about their position, complete mandated training and paperwork, and answer any questions the employee may have. Once this and all required items are completed, the employee will be released to begin their position.

### **Hours for Substitute Teachers**

All substitute teachers are expected to arrive at their assigned school for the day and not depart until all expected duties are finished. If there are special occasions when a substitute needs to depart before the regular time, this needs to be cleared with the building principal.

- Elementary (PK-5) substitute teachers are expected to be in the building on the job from 8:00 a.m. until 4:05 p.m.
- Secondary (6-12) substitute teachers are expected to be in the building on the job from 7:45 a.m. until 3:45 p.m.
- The substitute teacher should check in with the school's office upon reporting to work. Please seek answers to any questions which may assist the day's work.

### **Licensing**

All long-term substitute teachers are required to hold a valid Kansas license. It is the employee's responsibility to renew the license. An employee who allows his/her license to expire could be removed immediately from his/her teaching position. The absence of a valid Kansas license could constitute grounds for the substitute teacher's contract cancellation.

### **Employment**

Employees shall not be excused during work times to perform outside work. Certified employees shall engage in no outside employment which, by nature or duration, will impair the effectiveness of their assigned duties.

### **Solicitations**

Of Employees: Unless permission is granted by the appropriate supervisor, soliciting employees by any vendor, student, other school district employee, or patron during regular duty hours is prohibited.

By Employees: No employee may attempt, during regular duty hours or on school property, to sell or endeavor to influence any student or school employee to buy any item or service which would directly or indirectly benefit the school employee.

## **Procedures for Obtaining Substitute Teachers**

USD 214-Ulysses has a centralized system for assigning substitute teachers. All of our schools request substitutes directly through Frontline Absence Management (formerly AESOP) or the building's office. Assignment of substitute teachers can be made only through Frontline, the Board of Education Office, or through a prearranged call between the school and the substitute. Assignments are made on the basis of certification, school requests, preferences, and availability.

Substitutes are contacted by phone between 5:00 AM and 10:00 PM unless otherwise specified through the Frontline system. In addition, substitute employees may review and accept open assignments in Frontline by phone, internet browser or mobile application at any time. It is strongly recommended that substitutes access the Frontline system on a regular basis (the start of each week) to verify all accepted assignments.

The substitute is not required to accept each assignment for which he or she is called. However, it is important that the substitute be available on most occasions.

The substitute may request to work certain days or at certain levels; however, too many limitations restrict the opportunities for assignment. In crucial times of need, we hope that the substitute will be available and assist where needed.

## **Assignment Records**

District substitute personnel are strongly encouraged to keep a record of completed assignments, along with copies of all Time and Attendance timekeeping records.

## **Vacant Employment Positions**

Substitute Teachers can apply for vacant positions and must submit an online request. Those individuals making the request must meet the minimum qualifications listed in order to be considered a candidate. The hiring manager of the school or program will review all requests and determine the procedure for identifying the best candidate. Please refer to Board Policy GACE.

## **Maintaining Active Substitute Status**

The District strives to maintain an adequate number of qualified substitute employees for service. To accomplish this, we must rely on substitute employees being available for assignments. To be eligible to remain on our active substitute employee list in subsequent years, substitute employees are required to work the equivalent of a minimum of two days per semester.

## **Leaving Employment as a Substitute Teacher with USD 214-Ulysses**

Please refer to the At-Will Clause presented in this handbook. If you would like to leave a substitute position, please provide the Board of Education Office with a written statement of resignation. Understand this is not a requirement, but please do so out of courtesy.

## **Confidentiality**

Maintaining confidential information is an extremely high priority in the District. Staff members have access to business systems, plans, student records, personnel records, and other information that is considered confidential. Protecting this information by safeguarding it when in use, filing it properly when not used, and discussing it only with those who have a legitimate need to know is an extremely high priority for all concerned parties. Information learned at school should be handled confidentially and be discussed only with the appropriate school personnel. Violations of this rule that violates the privacy rights of specific individuals could result in disciplinary action being taken against the employee, including termination.

## **Personnel Information**

Confidential personnel information, whether written or oral, shall be handled in a confidential manner and be discussed only with the appropriate school personnel. Violations of this rule that violate the privacy rights of personnel could result in disciplinary actions being taken against the employee, including termination.

## **FERPA**

USD 214-Ulysses complies fully with FERPA (Family Educational Rights and Privacy Act). FERPA is a federal law enacted in 1974 that guarantees the confidentiality of student records and general information. It is important that employees that work with student records familiarize themselves with FERPA and understand the importance of confidentiality. FERPA violations may result in disciplinary action, including, but not limited to, job termination.

## **Student Records**

Board policies (JR, JRA, JRB, JRC) state all student records are to be treated as confidential and primarily for local school use unless otherwise stipulated. The general public shall not be allowed to inspect a student's personal record files, nor should our substitutes be sharing student record information attained through their assignments with individuals other than school officials with legitimate educational interest in such records. The custodian of student records shall disclose the student's education records only as provided for by law and in policy.

Only school officials with a legitimate education interest may inspect student records without permission from the parent/guardian or eligible student.

## **Progressive Discipline**

Every employee has the duty and the responsibility to be aware of and abide by existing rules and policies. Employees are responsible for performing their duties to the best of their ability and to the standards set forth in their job description or as otherwise established.

USD 214- Ulysses understands it is sometimes necessary to deal with infractions of school rules, board policy, law, or other acts disruptive to the educational process. For this reason, a progressive discipline system will be utilized in the District. The specific components of this progressive discipline system includes, but is not limited to, those items below. Our progressive discipline policy has been designed consistent with Article 23b of the Negotiated Agreement and employment laws. Administrators can decide which component is most appropriate to the teacher's behavior, depending on the offense's nature and/or frequency.

- a) Verbal Warning
- b) Written Memo
- c) Written Reprimand
- d) Short-term suspension with pay
- e) Short-term suspension without pay
- f) Long-term suspension without pay
- g) Required participation in staff development, treatment, counseling, or rehabilitation programs at the employee expenditure
- h) Termination or nonrenewal of employment relationship

## **Dress Code**

Staff are expected to maintain professional dress, as appropriate for the planned activities of a given school day, and responsibilities consistent with daily tasks. Staff are expected to set an example in this regard, including demonstration of school spirit and district pride. Any method of dress that may attract undue attention, disrupt, or interfere with the mission of the School District is not permitted. If, in the professional opinion of any supervisor, an employee's attire is disruptive or inappropriate, that employee will be referred to his/her immediate supervisor for a conference. Any issues or specific questions on this topic can be addressed with the immediate supervisor and/or Superintendent. The District will make reasonable accommodations to this Dress Code Policy if a staff member requires one under the Americans with Disabilities Act, Title VII, or other similar federal or state statutes, regulations, or laws. Please contact the Board of Education Office, your supervisor, or the District's Compliance Officer if you require a reasonable accommodation. Please refer to Article 29 of the negotiated agreement for explicit details regarding professional dress of certified employees.

## **Evaluation**

A performance evaluation will be conducted on each employee before July 1<sup>st</sup> of the next fiscal year. Substitute employees shall be evaluated on their personal qualities, their commitment to duty, work-related skills related to their job description, and assignment feedback from the district personnel. A copy of the completed evaluation shall be placed in the employee's electronic personnel file. Please refer to Board Policy GCI.

If a substitute is being employed as a long-term substitute teacher and to ensure consistency with state regulations, long-term substitutes will undergo the same evaluation process as certified teachers.

## **Faculty Meetings**

A substitute teacher whose services will extend more than ten (10) days should attend faculty meetings and professional development opportunities.

## **Courtesy**

Assuming that all are skilled in the education profession and that all strive to possess ready smiles, one additional ingredient is essential to maintain a healthy and productive learning environment: courtesy. Courtesy to students, courtesy to patrons, and courtesy to contemporaries will benefit us all.

It is hoped that all teachers and staff will incorporate courtesy and consideration for others into all phases of the formal and informal instructional programs of the district. Courtesy, like a smile, spreads rapidly.

## **Your Role as a Guest Teacher**

- Recognize that his or her first obligation is to develop each individual student to the fullest extent of that student's possibilities, keeping in mind that the development of character is an important aspect of this obligation. A student will form most of his or her ideas of justice, patience, sympathy for others, and integrity from the teacher's practice of these traits in dealing with others.
- Always keep in mind that the best discipline is mutual respect between teachers and students. This can only be attained by carefully avoiding the use of sarcasm, useless argument and display of temper. **Keep yourself under control.** No thoughtful teacher will use sarcasm as a weapon--it does not teach anything.
- Never refuse to aid or lend cooperation to a student. The student body is quick to learn your attitude in this respect.
- Maintain the attitude of respect and dignity toward both teachers and students. This cannot be done if you resort to the habits of those you teach, such as the use of slang, nicknames, embarrassing remarks, "bawling out," etc.

- Be on duty at the assigned responsibilities each day from 15 minutes before class.
- Welcome patrons with courtesy, treat them with consideration and candor, and hold in strict confidence in all information concerning students and faculty members.
- Maintain a business-like attitude, not play the “good buddy” at the expense of other teachers to students and conduct their supervision at all times in accordance with the desire of the district.
- Report any information to the office that might be important to conduct a good school. It is every teacher’s, regular and substitute, responsibility to do everything in his or her power to make our schools efficient.
- Conduct themselves in such a manner as to negate student gossip and will, at all times, remember the difference in station between the teacher and student. You must not permit any undue liberties or remarks.

#### **Respecting Privacy: Your Role as Our Guest Teacher**

- Consider ALL records confidential
- Avoid discussing and/or comparing situations in one school while serving another
- Avoid comments on the progress of students or the work of the teacher
- Make all observations, suggestions, or criticisms to the principal involved
- Use discretion in expressing personal reactions and opinions about what is seen and/or heard in a classroom or school

#### **Basic List of Classroom Responsibilities of the Substitute Teacher**

To enable each student to pursue his/her education as smoothly and completely as possible in the absence of the regular teacher, the substitute’s responsibility is to:

- Notify the office immediately should a student become ill or an accident occurs
- Notify the office immediately if disciplinary assistance is needed
- Consult the secretary for supplies not available in the room
- Become familiar with audio-visual materials and machines
- Report damage to equipment or materials to the office

At the end of the contract day, the substitute should:

- Leave the teacher's desk and room in order
- Return equipment to the proper place(s)
- Turn off lights, close windows or doors
- Leave materials in the office
- Check with the secretary to see if services will be needed the next day
- Make certain the timesheet has been signed
- Leave comments and record of the day's progress and assignments completed

### **Classroom Management**

Substitute teachers are expected to control their classrooms and maintain an atmosphere conducive to learning. Substitute teachers are expected to enforce their classroom rules fairly and uniformly, as well as those rules and regulations established by the Administration and/or the Board of Education. Accurate records are essential and are considered legal documents required to be kept by local schools. Extreme care should be used to ensure the accuracy and confidentiality of all student grades, attendance, and other records.

Our schools are an educational system that should promote productive learning activities directed toward accomplishing our classroom curriculum goals and objectives. Students should not be allowed to participate in activities that negatively affect this goal during the school day. Teachers are expected to keep students engaged in academic learning from the beginning to the end of each class period.

### **A Dozen B's for Effective Classroom Management**

- **BE THERE.** Your being in class provided both an example and generates acceptance of settling immediately to work. Be there with a pleasant attitude and neat appearance. (Be at the door to greet each student if possible.)
- **BE PREPARED.** Be aware that an unprepared class period is comparable to inviting guests to seat themselves at the dinner table before making out your shopping list. The students know when you are prepared and when you are not. Being organized means being well-groomed and dressing professionally.
- **BE CONCERNED.** Be sincere in feeling and expressing genuine concern about student absences, problems, accomplishments and successes. "I am interested in you," spoken sincerely, is magic.
- **BE POSITIVE, ALERT & LOOK HAPPY.** How would you like to be required to look into an expressionless and/or a scowling face for a whole hour? Practice smiling, it adds face value. Your posture, clothes, etc., all speak your beliefs and values.
- **BE CONSISTENT.** Be aware that a steady workload, rather than deluges and droughts, makes for a better response. You must also be determined to control excessive fluctuations; avoid the conflict cycle.

- **BE FIRM.** Be assured that even a “No” is better than indecision.
- **BELIEVE IN BOYS AND GIRLS.** Be sure to let them know you believe they can succeed. Rejoice with each step forward. Be ready with suggestions and positive reinforcements for the next move onward. Use the 99 + 1 Ways to Say “Very Good.”
- **BE HUMAN.** Be constantly tuned to the needs and feelings of the youngsters. Remember, students prefer their teachers to provide models rather than pals. Be aware of what is going on in the community and allow students to react.
- **BE AWARE.** Be very conscious that the primary purpose of your presence in the classroom is to teach; that time frittered away today may mean some boy or girl loses a job tomorrow. Your everyday attitude toward each student will be noticed.
- **BE DEDICATED.** Be altogether positive that nothing, absolute nothing, provides a greater opportunity to fulfill an obligation to humanity than the day-to-day task of helping your people step confidently into the future.
- **BE ASSURED.** Be assured that there will be times when these guides will fall short of the answer. When we encounter these students then we need to BE CERTAIN.
- **BE CERTAIN.** Be certain that nothing can replace common sense! Common sense works better when mingled with simple courtesy and abiding confidence that you can work out a solution through persistent effort. Never say, “Can’t.”

Remember the story of the bumblebee. Scientists can prove that it is aerodynamically impossible for the bumblebee to fly -- its body is too heavy, and its wings are too light to sustain flight. Since the bumblebee, however, chooses not to be affected by this sophisticated opinion -- he flies, he works, he achieves! This says that you can do anything you want to do, only if you believe “I CAN!” No matter what the obstacle or handicap is, I can be anything I want to be. If you feel this way about yourselves as teachers -- you will transfer this confidence to your students.

### **Management & Procedures of the Classroom**

- A well-modulated voice and a serene, businesslike attitude are valuable assets in an orderly classroom in relieving tenseness and promoting desirable conditions.
- Students learn by doing something. Do a minimum of lecturing. **Do not talk too much!**
- Inductive teaching and questioning accomplishes more in many subjects, drill subjects excepted.
- Students coming into a classroom will take their own seats and remain seated.
- Assignments, as a rule, are more important than recitations and require as much time.

Explanation of tomorrow's work, how to study it, and a tactful mention of a particular point of interest are requisites of good assignments.

- Less than 45% of scheduled class time should be given to recitation during the periods. Be sure that you do not "steal" the students' study period for other purposes.
- Discussion and active participation among students are necessary and desirable in promoting communication and problem-solving skills. Promote productive discussion and dialogue.
- Character traits and good study habits should be stressed throughout all subject matter.
- Students will not go to other rooms at any time unless the teacher desires their presence has given them a pass to do so.
- Watch your room ventilation and lighting at all times. Make sure that maintenance is reported. Specific recommendations and suggestions are available from the building principal.
- Movement and being in close proximity are key components to a well-managed classroom.

### **Positive/Negative Awards**

As educators, we can and do find ourselves constantly dealing with negative behaviors. It can become easy to finally get to where we simply don't even notice the good things that kids do. There is no question that we must continue to note and correct negative behaviors. However, the administration believes it is essential that we also constantly strive to note and reward in some way the positive and good things that kids do. Your rewards should be appropriate and simple. A pat on the back, a kind word, a smile, a note home to parents about good things their child did, a sticker, etc., are all good, simple, and inexpensive rewards.

### **Student Disciplinary Procedures**

Each substitute teacher is expected to handle discipline problems in his or her own classroom when feasible. The building administration is available for assistance when needed. Any flagrant violation of rules or repeated refusals on the part of the student to comply with the teacher must be reported to the principal.

All substitute teachers are responsible for enforcing school rules for all students. If you see any infractions by the students, please handle the situation yourself or report it at once to the principal.

When discipline is a concern, ask for assistance early. Do not wait until the end of the hour or day to report problems or request assistance. If the principal is not available, do not hesitate to ask a neighbor teacher or the teacher in charge. We expect our students to observe disciplinary standards and our staff to ensure a quality learning environment.

Students are expected to observe guidelines and regulations at all times. The substitute teacher is expected to maintain discipline in the classroom. It is important that the classroom teacher provide sufficient material to keep the students actively involved as a step in preventing discipline problems. Alternative suggestions should be provided for the substitute teacher's accessibility. In the event that discipline problems occur, contact the principal at the most immediate and appropriate time. Seek assistance to remedy the situation as soon as possible. In no case is the substitute teacher to administer corporal punishment.

### ***Student Discipline***

Creating a positive and productive learning environment is essential for student success. Effective classroom discipline is key to achieving this. From the first minute of the class, substitute teachers should establish themselves as prepared, firm, fair, and consistent. This sets the tone for the day and helps students understand expectations. Engaging students with exciting and meaningful lessons minimize discipline problems by keeping them motivated and on task.

A clear, four-step approach helps address misconduct progressively. Minor issues can be addressed discreetly with a verbal warning in class. If the behavior continues, a private conference allows for a one-on-one discussion with the student. For ongoing problems, involve the administration for additional support. Finally, a referral to the administration is necessary if the situation escalates. Substitute teachers should complete a concise and specific Log Entry/Office

The administration and school counselor are valuable resources for substitute teachers facing complex disciplinary issues. Don't hesitate to seek their support. Remember, violence or life-threatening situations require immediate communication with the principal. By following these strategies, substitute teachers can create a well-managed classroom where students feel safe, respected, and ready to learn.

### ***District General Student Discipline Guidelines & Procedures***

**Misbehavior & Referral of Students to School Administration:** To foster a positive and productive learning environment, it is essential to address student discipline at the lowest level possible. Teachers should employ a tiered approach to managing student behavior, beginning with classroom-based interventions. Escalation to administration should be reserved for incidents involving violence or threats to safety. By empowering teachers to handle minor disruptions, we can create a more efficient and effective disciplinary process while maintaining a focus on student support and academic success.

When, in the judgement of a staff member, a student requires a referral to the school administration and/or professional personnel or specialists, that said staff member shall inform the school administration and complete the log entry/office referral in PowerSchool.

When classroom management strategies are exhausted and a matter requires further intervention, the school administration **may hold, if warranted**, a meeting to address the situation. This meeting may include relevant staff, such as counselors, school psychologists, and/or school resource officer, as well as the student and their parent or guardian. The goal of these meetings is to collaboratively develop appropriate interventions to correct the problematic behavior.

The school administration retains the ultimate authority to determine the most effective course of action for addressing student discipline and ensuring a safe and positive learning environment for all. School administration should follow-up with the referring staff member what disciplinary that was taken, when possible.

### **Removal of Students from Classroom(s) for Learning Environment Disruptions**

The number one priority above all else the safety of students and staff! ESI procedures must be followed at all times (pg. 69 of this handbook)! All student behavior plans, 504, and SPED accommodations or interventions must be followed at all times.

1. When a student demonstrates behavior(s) that endangers themselves, other persons, destruction of property, substantially disrupts, impedes, interferes with the operation of the school, or learning environment, the staff member will ask the student to refrain from such behavior and to engage in on-task behavior. If the student continues with the behavior the staff will ask for school administration or representative for assistance and intervene. School administration or representative will ask the student to leave the classroom.
  - a. If the staff member asks the student to leave the classroom and report immediately to the office or other location, and the student complies, that staff member should direct the student to school administration, administrative representative, or other personnel. The staff member shall contact the school administration, administrative representative, or other personnel immediately that the student is coming to their location and give a quick reason for leaving the classroom. This should only be done if the student is safe and if possible escorted with an adult.
  - b. The staff member will advise the school administration of the student behavior with only the pertinent facts both verbally and in writing with the appropriate referral record and as soon as possible.
2. If the student refuses to leave the classroom and continues behavior that endangers themselves, other persons, property, or substantially disrupts the learning environment where classroom instruction is no longer possible, the following steps will be taken:
  - a. **Evacuation:** School administration or a designated representative will instruct the teacher and other students to evacuate the classroom and relocate to an alternative space.
  - b. **Student Removal:** Once the student is calm and poses no immediate threat, they will be escorted to an alternative location by school administration or a representative.
  - c. **Classroom Resumption:** Once the situation is resolved, the teacher and students will be notified that they may return to the classroom.

This procedure prioritizes the safety of all individuals involved while minimizing the disruption to the educational process.

3. The **school administration will determine the appropriate time** for a student's return to the classroom following disciplinary action. This decision will consider factors such as the severity of the incident, the student's behavior history, and the potential impact on the classroom environment. All decisions must adhere to the student's Individualized

Education Program (IEP) or Section 504 plan, as applicable. The administration may consult with relevant staff, including the involved staff member and other professionals, to ensure a smooth and safe reintegration of the student into the classroom.

- a. All appropriate written records of referrals shall be maintained by the school administration and licensed professionals.
- b. Any student who physically harms or attempts to physically harm a staff member or another person will be removed from the learning environment for a specified period of time. This removal will be documented and will comply with all applicable laws, including Section 504, IDEA, and the school's student handbook.
  - i. Disciplinary procedures **may include** the following: parent/guardian contact or meeting, a number of assigned ISS and/or OSS, expulsion, law enforcement notification, and/or mental health referrals.
- c. Prior to the student returning to class, the school administration **may elect** to hold a meeting with the student, staff member, parent or guardian to discuss ways to avoid violent behaviors in the future.

**Student Progressive Discipline:** Student discipline will be progressive in nature and implemented in accordance with all state and federal laws, Board of Education policies, and district student handbooks. The primary goal of discipline is to modify student behavior and interventions will be tailored to individual student needs. While disciplinary approaches may vary based on individual circumstances, they will be applied fairly and equitably to all students.

**Possible Consequences for Misbehavior up to and/or Including Any or All of the Following:**

- Makeup work missed as a result of misbehavior
- Loss of recess or dining room time (note: Lunch is never withheld for disciplinary purposes. In some instances, however, the student may not be permitted to eat with other children.)
- Loss of privileges and/or participation in activities
- Teacher/Parent/Student/Administrator conference
- Restitution for property damage
- Assigned time after school to make up for time missed from the classroom, time-out detention(s), etc.
- Referrals to a school counselor
- Removal from class for a short period
- Completion & passing a drug/alcohol/illegal substance/ vaping course(s)
- Behavior Contracts (signed by student & parent/guardian)
- Parent escort
- In-School Suspension
- Out-of-School Suspension: short-term, extended or long-term, or expulsion
- Police Involvement

Severity of levels will be based on the following criteria:

- Disruption of the learning environment
- Willfull Non-compliance to district and building policies, procedures, & expectations
- Damage to property, vandalism, theft, intentional misuse of property or materials
- Bullying, hazing, verbal or physical threats, or threatening behavior
- Physical harm or attempted physical harm to others
- Staff fully implemented all academic and behavioral interventions outlined in the student's 504 plan or IEP in response to the exhibited behaviors.

## **Maintaining Order and Respect in the Classroom**

Substitute teachers should maintain control of students in such a manner that purposeful activity is possible within the limits of the best interest of the group. Teachers are to exercise control and maintain discipline according to the best educational procedures. When the teacher has exercised rights and privileges as a teacher, in a judicial manner, the administrator and school board will support the teacher.

- Substitute teachers should always treat the child with respect. However, firmness is essential if the teacher wishes to maintain wholesome attitudes on the part of the pupils.
- In all cases of punishment for disorderly conduct, the substitute teacher shall avoid all appearance of anger and undue haste.
- No student shall be slapped, kicked or otherwise abused under the guise of discipline. All disciplinary measures shall have a constructive purpose compatible with commonly accepted educational goals.
- Any student who is non-responsive to school discipline shall be reported to the principal.
- Any student who strikes or in any other way shows disrespect for any member of the school staff shall be reported to the principal immediately, at which time proper action shall be taken.
- Cases of unusual disciplinary action shall be reported immediately in writing to the building principal; setting forth clearly the actions taken and the reasons for it. (If in the judgment of the substitute teacher severe punishment needs to be considered, the substitute teacher should contact the building principal. No staff members will administer corporal punishment.
- A substitute teacher may and should feel free to seek assistance from the building administration in the form of advice or in the form of personal assistance. If a pupil is referred to the principal by a substitute teacher, the teacher, if possible, should take the pupil to the office rather than send him.

## **Student Searches**

Only the principal or designated representative shall search a student. A staff member who believes there may be just cause for this action must report this to the principal. The principal will act under the Board of Education guidelines outlined in the BOE policy book.

## **Hallway & Playground Duty Expectations & Improving Staff Relationships**

Substitute teachers play a vital role in maintaining a safe and orderly school environment. Substitute teachers should be at their classroom door or in the hallways monitoring students' behavior during the passing periods. Passing periods are part of instructional minutes, and student supervision is expected and mandatory. Being present in hallways before, after school, and during passing periods, helps deter disruptive behavior. **Substitute teachers should share the responsibility of hall duty with other staff to ensure consistency and fairness.**

Students in classrooms are to be supervised at all times. Students left/sent out into the hallway are still under a teacher's supervision responsibilities and should be monitored. No students should be left alone in the hallway unattended.

Supervision is needed at all times for students in the classroom, halls, activity areas, lunchroom and playground. Building principals will make needed assignments. Always remember that even if you are not directly assigned to an area, you are still responsible for the total school program and supervision is very important for a successful program.

Never, under any circumstances, should a teacher discuss, criticize, or offer an opinion to a student or parent regarding another teacher or another student. There is no excuse for a staff member's failure to extend professional loyalty to colleagues. Discuss any problems with the colleague concerned, not with parents, students, or other uninvolved persons.

## **Student Health**

USD 214-Ulysses has one nurse and one medical assistant employed to monitor the district. No student should be in school if they are registering an elevated temperature. Students will be sent home if they are running a temperature of 100.4 degrees or more. The school personnel will not give students medicines such as aspirin, cough medicine, etc., at school. Students needing medication from home will take it to the office, and it will be dispensed from there.

## **Attendance Procedures (Concerning Students)**

To ensure student safety, gauge engagement, and comply with reporting requirements, all teachers in grades K-12 are required to take daily attendance and input into PowerSchool via the computer.

- Elementary Teachers need to be completed by 8:30 a.m. each morning along with the student lunch count to the office on a daily basis. Afternoon attendance needs to be completed by 1:30 p.m.
- Secondary Teachers need to be completed within the first 5 minutes of each class.

If a student is to be excused for an early doctor's appointment, a written excuse must be sent. If a student needs to leave school during the regular school day, be sure to instruct them to stop in the office and notify the office.

Utilize the paper, and daily attendance slips in the event you have a substitute teacher, or your computer is not working.

**Tardies:** Students are tardy if they are not in their classroom for the start of each class as defined by the school handbook. Being on time is an important responsibility of the student. It is unfair to the other students and the teacher to be expected to wait until others arrive or interrupt the class upon their arrival.

Students arriving late to school must report to the office for an admittance slip. During the school day, students are responsible for being in class on time. Failure to meet this responsibility will result in after-school detention. Students who are late because of a requirement of another instructor will be given a pass for admittance to the next class.

*Please Note:* A tardy is counted for students arriving late. The principal will determine if the tardy is excused or unexcused.

Each building shall maintain a building-wide tardy discipline policy to be enforced by all teachers.

### **Permission to Leave the Classroom**

Students must have permission to leave the classroom except in an emergency. At the end of class, the instructor--not the bell--is responsible for dismissing the class.

### ***In-school student errands***

Please do not request students to run errands for you. The school district and the teachers become legally liable for students while they are away from assigned classrooms on errands. Student aides are exceptions to this policy.

### **Student Leaving Building**

Teachers are never to allow students to leave the building or grounds unless accompanied by an adult or if parents pick them up. Notes from parents asking that their child be excused to go home or downtown must be directed to the principal's office and have approval before the student is to be excused. Never allow a child to leave the building or go home without office approval and knowledge.

### **Reporting Student Crimes and Protecting Student Privacy Rights**

The Kansas Legislature recently enacted a law requiring students who are "suspended for an extended term or expelled" to be reported to law enforcement. This law requires the releasing of information that is part of the student's record. The administration must report the crimes because the acts mentioned in the law resulting in the student suspension or expulsion are crimes. Parents, however, must sign a release to allow a student's records to be viewed by others before a school can release this information.

**School Staff Member:** If you see a crime at school or on school property, file the necessary report as soon as possible.

School Administrator: Report all crimes to law enforcement, but if you take disciplinary action against a student who commits a crime, the paperwork is private and requires parental permission before it can be released to law enforcement or any other third party.

The overriding concern is the Kansas School Safety and Security Act (72-89b01.) Board policy EBC provides guidance on this matter. Any school employee "...who knows or has reason to believe a crime has been committed at school, or at a school event, shall immediately report this information to local law enforcement." The age of the child is not the issue. If a young student commits an act that would be considered a crime if they were old enough to be charged, the report still must be made to law enforcement. School employees are granted some immunity if they make these required reports in good faith and may be subject to criminal penalties if they choose to ignore policy EBC.

The Family Educational Rights and Privacy Act (FERPA) does not prohibit releasing the information gained by observing student behaviors (crimes). Always report student behavior that constitutes a crime to law enforcement.

If a student is subsequently suspended or expelled for the behavior, information about the suspension or expulsion is protected by FERPA. If a parent signs a new FERPA waiver and allows for the release of the student's record (the suspension or expulsion), law enforcement can be informed of the suspension or expulsion. If the parent will not consent to release the information, FERPA prohibits further reporting to law enforcement; however, school officials still must report the crime that led to the suspension or expulsion.

- Always follow the Safety and Security Act (policy EBC) and report all crimes at the time they occur.
- Respect students' privacy rights (FERPA) and do not release educational records about the student's suspension or expulsion without written permission from the student's parent(s).
- Remember, when parents sign the FERPA waiver at enrollment, they are generally allowed only to release directory information. All other information the school creates is confidential, and the parent must sign a release before the administration can release additional information to a third party, including law enforcement.

## **Child Abuse**

Any district employee who suspects that a child's physical or mental health or welfare is being adversely affected by physical, psychological, or sexual abuse will immediately report this fact to the local Department of Children and Families (DCF) office or the local law enforcement agency if the DCF office is not open. It is recommended that the building administrator also be notified after the report is made.

District employees will not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employees to prove that the child has been abused or neglected.

## **Violence Prevention**

USD 214-Ulysses is dedicated to maintaining a safe and secure academic environment. Every employee is an important part of this effort. The USD 214-Ulysses philosophy regarding

preventing violence is to maintain a proactive mindset every day in the workplace. Reactive measures such as crisis plans, code red procedures, and disciplinary measures are all in place, but they do not prevent violence.

Every Day in the Workplace:

- Observe and assess your workplace daily.
- Report anything that does not look or feel “right.”
- Be responsive to statements of concern by students or staff.
- Investigate any behavior or thinking of concern.
- Identify bullying or intimidation that occurs outside of classrooms. Engage a team effort to defuse such behavior before it results in violence.
- Question those without a pass. Offer them assistance.
- Do not prop open any exterior doors. Maintain access control.
- Know your workplace. Spend a few minutes to think about what you would do in an emergency.

### **Staff-Student Relations**

Staff members shall maintain professional relationships with students, which are conducive to an effective educational environment. Staff members shall not submit students to sexual or racial harassment. Staff members shall not have any interaction of a sexual nature with any student at any time, regardless of the student’s age, status, or consent. Please refer to Board Policy GAF.

Teachers should never engage in one-on-one electronic communication with his or her students. It is recommended that teachers do not interact with their students on social media sites. Teachers may be held liable for their words, pictures, and actions on social media sites, especially when they are in violation of law or board policy or affect the employee’s work performance or effectiveness (Board Policy IIBGC).

### **Telephone Usage**

No substitute teacher or student will be notified of a telephone call unless it is an emergency. A message slip will be made for incoming calls and the message will be delivered as soon as possible.

To ensure clear communication and minimize disruptions in classrooms, school telephones are reserved for local calls and school business-related long-distance calls. Whenever possible, please use the phone in the teacher's lounge or custodian's office for personal calls.

**The telephone in each classroom is never to be used while students are in the classroom.**

We encourage you to handle personal matters outside of school hours, such as during planning time or before/after school. While teachers may use personal cell phones during breaks, it's important to refrain from using them while supervising students.

**No personal long-distance calls may be made on school phones by teachers or students.**

Please do not grant permission for telephone calls unless you feel it is absolutely necessary that the call be made, or the student has a slip from the principal's office notifying him or her to return an earlier call. Many important incoming and outgoing calls are made each day. If the lines are tied up with needless calls, necessary calls may be delayed or not made.

### **Cellular Phone Usage Policy**

This policy regarding cellular phone usage applies to any device that makes or receives a phone calls, leaves messages, sends text messages, surfs the Internet, and/or downloads and allows for the reading of and responding to email, whether the device is District-supplied or personally owned.

### ***Cell Phones or Similar Devices at Work***

While at work, employees are expected to refrain from using their personal cellular phones. Excessive personal calls during the workday, regardless of the phone used, interfere with employee productivity and are distracting to others. Employees are, therefore, required to make personal calls during non-work time (e.g., before/after school hours, lunch breaks, breaks, etc.) and to ensure that friends and family members are aware of the District's policy. This prohibition includes, but is not limited to, receiving or placing calls, text messaging, surfing the Internet, receiving or responding to emails, and checking for phone messages during class or while supervising students. Flexibility will be provided in circumstances demanding attention. If an employee requires flexibility or an accommodation, he or she should speak to his or her supervisor.

### ***Use Cellular Phones and Similar Devices While Driving a School Vehicle***

An employee who uses a cellular phone or similar device is prohibited from using such cellular phone or similar device while driving a school vehicle, whether the business conducted is personal or District-related. This prohibition includes receiving or placing calls, text messaging, surfing the Internet, receiving or responding to email, checking for phone messages, or any other purpose related to the employee's employment with the District; the District's students, or their parents/guardians; the District's vendors; volunteer activities, meetings, or civic responsibilities performed for or attended in the name of the District; or any other District or personally related activities not named here, while driving.

If necessity requires that an employee use a cellular phone or similar device while driving, the employee is required to stop the vehicle in a safe location so that he or she can safely do so.

### ***Personal Cellular Phone or Similar Device Used for District Business While Driving***

The District is aware that employees currently use their personal cellular phones or similar devices while driving in their personal vehicles for District business purposes. Due to research that indicates that cell phone use while driving is dangerous, the District prohibits employee use of personal cellular phones or similar devices, including, but not limited to, receiving or place calls, text messages, surfing the Internet, receiving or responding to emails, or checking for phone messages, while driving if the employee is in any way doing activities that are related to the employee's employment with the District.

If necessity requires that an employee use his or her cellular phone or similar device for District business while he or she is driving, the employee is required to stop his or her vehicle in a safe location so that he or she can safely use the cellular phone or a similar device for the District business.

### ***Violation of Policy***

Employees who violate this policy will be subject to appropriate disciplinary actions, up to and including termination.

### **Use of District Computers/Privacy Rights**

Computer systems are for educational and professional use. All information created by staff shall be considered district property and subject to unannounced monitoring by district administrators. The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violations of this policy.

Software, including freeware or shareware, may only be installed on any District computer once cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware and prescribe installation and de-installation procedures. Program files must have the superintendent's approval to be installed on any District server or computer.

Staff shall not install unapproved hardware on District computers or change software settings that support District hardware.

The administration may conduct periodic audits of software installed on District equipment to verify legitimate use.

## **Responsible Use of Communication Technologies**

The District expects all employees to use communication technologies appropriately and in accordance with Board policies and administrative guidelines. This includes technologies used on District property, at District-sponsored activities, or those owned, operated, or provided by the District. Examples include voice mail, computer networks, the internet, and email.

Misusing these technologies may result in disciplinary action, such as reprimand, termination, or other consequences. Employees should also be aware that the Kansas Open Meetings Act, Open Records Act and Family Education Rights and Privacy Act apply to communication technologies, including voicemail and email.

## **School Closing/Inclement Weather**

At times, school may be canceled, or only the starting time for school day/work may be delayed due to inclement weather. Employees will be notified by local radio/television stations and by SwiftAlert, the School District phone notification system.

## **Food or Drinks in the Classroom**

Teachers may have drinks, but they must be in appropriate containers. Mugs are one form of acceptable containers. Do not eat food in front of students in the classroom unless you have enough for the entire class. Be professional about this matter. Students can bring drink bottles or containers to school. You must determine if they are appropriate and that they do not disrupt the learning environment.

## **Gifts**

Staff members are prohibited from receiving or providing gifts to students, parents/guardians, vendors, salesmen, or other such representatives.

## **Leaving the Building during School Hours**

To ensure the safety and well-being of everyone in the building, the administration requires prior notice and approval for any staff member who needs to leave the building during school hours, excluding the lunch period. While notification during the lunch period is not mandatory, it is highly appreciated. Upon departure, complete all sign-out procedures and sign back in upon return. This process allows the administration to maintain awareness of staff whereabouts and enables them to effectively address any unforeseen situations.

## **Facilities & Transportation**

### **Custodians**

Please do not give custodians work orders or requests. If you have a concern about cleanliness of the building, please inform the secretary

## **Building Security**

When the substitute teacher leaves the building at night, classroom windows should be closed, locked and lights must be turned off.

## **Emergency Operations**

A copy of the District Emergency Operations Plan (EOP), including fire and tornado drill information for each school, will be provided for each faculty member in the building through the CrisisGo Platform. The EOP should be kept available on the CrisisGo through the District provided technology or staff member phones easily accessible. Each faculty member should read over the EOP early in the school year and be expected to be knowledgeable about its contents.

To determine exit routes for your classes, check with the Principal. Students must be at least 50 feet from the building. No one should return to class until you hear an all-clear bell. Teachers are to take either their grade book or master class list with them. Always treat fire and tornado signals as the real thing.

It is the responsibility of all USD 214 employees to assist anyone with a disability (student, employee, or guest) during an evacuation of the building in the case of an emergency. All individuals are required to follow designated exit routes as posted throughout the building. Once exited, any individual with a disability must be escorted to the flag pole area, where special assistance may be provided if needed.

## **Automated External Defibrillators**

The board has authorized the use of Automated External Defibrillators in school buildings. Qualified persons are allowed to use the devices when appropriate. A “qualified person” means an employee who has:

- completed a course of training in the use of Automated External Defibrillators;
- demonstrated proficiency in the use of an Automated External Defibrillator.

Employees who wish to be trained in the use of an Automated External Defibrillator, or who may have questions about these devices are urged to contact their building nurse or the Board of Education Office.

## **Care of Room and/or Building**

Keeping our school safe and secure requires teamwork! To do your part, please take the following preventive measures when leaving your classroom:

- Turn off all lights, saving energy and reducing electrical risks.
- Close and lock windows, preventing unauthorized entry and potential weather damage.
- Tidy up the room: Put away materials, clear the floor, and place chairs on top of desks to minimize clutter and prevent tripping hazards.

These simple steps can significantly reduce damage in case of a break-in. Additionally, teachers using the building after school hours are solely responsible for securing all doors, windows, and lights for the entire building.

### **Remote Keys and Access to the Building**

Substitute teachers are responsible for the keys checked out to them. Under normal circumstances, keys should never, for any reason, be placed in the hands of students. This policy includes student aides/teacher helpers, stage assistants, athletic managers, etc. Have the necessary doors open prior to beginning your work, and keep your keys in your possession. When rooms are vacated, they should be kept locked. Special care should be taken to see that the windows are closed, and the lights are turned off when leaving for the day. Encourage students to leave lockers closed. Rooms with venetian blinds are to be left in the following manner: the blinds should be lowered all the way and turned in an open position. This is in cooperation with the local police and is a security measure.

### **Teacher's Workrooms**

Substitute teachers may use these areas during any free period; at noon and before students enter the buildings in the morning.

### **Copy Machine Use & Care**

The copy machine is available to staff for professional use. Teacher assistants may make copies students may be sent to the office to obtain a copy. Teacher assistants or adults should do the actual copying.

If the copy machine malfunctions due to items inside the machine, contact an administration assistant, and he/she will contact the company, and a technician will be sent to service the machine. District-owned copy machines should be used only for projects related to the District business.

### **Tobacco-Free Environment**

To promote a healthy and tobacco-free environment for everyone, our district strictly prohibits the use, possession, or promotion of any tobacco product by staff members. This ban applies at all times and in all locations, including school facilities, vehicles, events, and property. This includes cigarettes, e-cigarettes (ENDS), chewing tobacco, and all related accessories like filters, rolling papers, and charging devices. The only exception is for FDA-approved nicotine replacement therapies prescribed by a doctor or used according to label instructions. Furthermore, advertising tobacco products through branded items like clothing, signs, or vehicles is strictly forbidden. We appreciate your cooperation in maintaining a healthy learning environment for all students and staff.

## **Curriculum, Instruction, and Assessment**

### **Curriculum**

All substitute teachers shall adhere to the Kansas Department of Education Education Standards and District Pre-K-12 Instructional Program(s) and curriculum resources, which will be composed of grade level and/or course curriculum resources that allow students to meet the goals and objectives set forth in the educational program (s). It is to include District instructional goals and learning objectives and be based on valid educational research and current State Board of Education requirements.

Additions, deletions, or alterations to the KSDE standards and curriculum resources shall be approved by the Board. Outside resources and District personnel may be used in curriculum development. All District curriculum resource material is the property of USD 214.

### **Substitute Folder**

Each teacher should prepare a substitute folder that will be used in an absence. This file will be kept in the main office and should include a seating chart, class roll, bell schedule, lunch/class schedules, classroom policy/procedures, attendance reporting slips, before/after school duties, emergency lesson plans, crisis expectations, and three days worth of lesson plans.

For planned absences, teachers are expected to include up-to-date and specific classroom directions in the plans for the substitute, with a copy going to the department chairperson for secondary and your grade level team member for elementary. Also, if time permits, each teacher should brief classes regarding an absence, the work to be done, and the expected behavior. As a courtesy, please email the department chairperson if you know you will be absent. Other considerations or information that may be included are:

- Names of students who are dependable class members.
- Help students see the value of assignments, especially if the emergency lesson plans were utilized.
- Instructions and an answer sheet should be included if objective papers are to be graded.

## **Lesson Plans**

Emphasis is placed upon the need for classroom teachers to provide adequate lesson plans for the substitute teacher. Often, with even the best plans, situations change, or work is accomplished sooner than anticipated by the classroom teacher. It is suggested that the substitute teacher have alternate activities prepared in case the regular plans are not sufficient.

Each teacher shall develop, maintain, and follow lesson plans which conform to the state standards and demonstrate usage of board-approved curriculum resources, the district's educational goals, and the expected student learning outcomes for the substitute teachers. It is recommended that teachers follow the Madeline Hunter framework, which includes the following components:

- Anticipatory Set: A brief activity to focus students' attention and connect to prior knowledge.
- Objective and Purpose: Clear statements of what students will learn.
- Input: New information or skills presented by the teacher.
- Modeling: Demonstration of the new skill or concept.
- Checking for Understanding: Assessing student comprehension.
- Guided Practice: Students practice under teacher supervision.
- Closure: Summarizing the lesson and its key points.
- Independent Practice: Students demonstrate mastery independently.

## **Effective Use of Video & Instructional Aides**

Teachers utilize a variety of instructional aids, including movies, videos, and skill-streaming tools, to enhance learning for substitute teachers to use. However, their use must be strategic and intentional:

- Direct Connection to Curriculum: Materials selected must have a clear and demonstrable connection to the specific curricular objectives being taught in the classroom. Using them as "busy work" or mere "fillers" is strictly prohibited.
- Board Approval Required: All video materials, including those used as rewards, must be reviewed and approved by the board before being utilized in the classroom.
- Critical Analysis of Effectiveness: The use of videos as rewards should be critically analyzed to ensure they are effective learning tools and not simply distractions from academic content.
- Time Efficiency: Explore less time-consuming activities that might achieve similar learning outcomes, minimizing disruption to valuable instructional time.

While we advocate for the valuable role of various instructional aids, it is crucial to remember:

- **Teaching Aids, Not Replacements:** These materials are supplements to good teaching, not substitutes for it.
- **Planning and Professional Development:** Teachers are encouraged to plan effectively for the use of available resources and equipment. Additionally, we strongly encourage ongoing professional development to learn about and explore innovative ways to utilize instructional aids effectively in their classrooms.

By adhering to these guidelines, we can ensure that instructional materials are used responsibly to enrich learning experiences and maximize student achievement.

### **Internet Access**

All school computers have access to the internet. It is the teacher's responsibility to limit internet access and to monitor student internet usage. Teachers should be actively engaged with students and walk around the classroom when students are accessing the internet. Any violation of our Internet Access Policy must be reported immediately to the Principal.

### **Students Grading Papers**

Substitute Teachers should use good professional judgment, ensuring that students are not put in embarrassing situations. Practice quizzes or routine daily work that does not get graded is fine to grade in class. Do not have students call out their grade or score after a worksheet or quiz that has been self-graded in class. Students should never grade another student's work!

Students can pass the work in for a grade, but it cannot be expressed out loud for anyone to hear. Please do not call on them to verbally say out loud how they scored. If a student would choose to tell their friends or neighbors what their score was, that is their right.

### **What Works—Research About the Classroom**

- Students get more out of a reading assignment when the teacher precedes the lesson with background information and follows it with discussion.
- When teachers explain exactly what students are expected to learn, and demonstrate the steps needed to accomplish a particular academic task, students learn more.
- Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth.
- Business leaders report that students with solid basic skills and positive work attitudes are more likely to find and keep jobs than students with vocational skills alone.
- Students tutoring other students can lead to improved academic achievement for both student and tutor, and to positive attitudes toward coursework.
- Students learn faster and retain more of the lesson when lessons are adapted to their individual learning styles and levels.
- Students are generally more attentive and reflect better study habits when they are involved in lessons that reflect real-life situations.

## Leaving a Detailed Report for the Teacher

At the end of your assignment, a comprehensive report is essential to ensure a smooth transition for the returning teacher. Here's what you should include in your daily substitute report:

- Student Behavior: Briefly describe the overall behavior of the class. Mention any specific incidents or students requiring follow-up.
- Lesson Completion: Indicate which lessons were completed and note any unfinished sections.
- Assignments and Assessments: List any assignments collected, tests administered, and upcoming deadlines.
- Student Performance: Briefly comment on student participation and understanding of the material. Highlight any areas where students struggled.
- Classroom Management Strategies: If you implemented specific strategies for managing the class, mention them for the teacher's reference.
- Materials Used and Remaining: List any materials you used from the teacher's lesson plans and note any remaining supplies.
- Communication with Parents/Guardians: Record any interactions with parents or guardians and any messages requiring the teacher's attention.
- Additional Notes: Include any other relevant information that might be helpful for the teachers, such as upcoming field trips or special instructions.

### ***Remember:***

- Be clear, concise, and professional in your writing.
- Attach copies of collected assignments and completed assessments.
- Leave the report in a designated location, as instructed by the school or the absent teacher.

By providing a detailed report, you'll ensure a smooth handover and minimize disruption to the students' learning routine.

## Substitute Report Template

A template for a substitute report form can be found at the end of this handbook. Please utilize this form to document your daily substitute experience.

## Substitute Feedback Form

We appreciate your feedback! Take a moment to provide your insights about your experience using the substitute teacher feedback form located at the back of this handbook. Your feedback is valuable in helping us improve the substitute experience.

## What You Always Wanted to Know About Substituting but were Afraid to Ask

What procedure should I follow when called to substitute in a building?	Report to the principal's office. Allow them to brief you on events of the day, including special
---	---

instructions you may need to know. Many times they will take you to the room and help familiarize you with the setting, locate the substitute handbook and the teacher's lesson plans.

What time should I report and how late should I stay?

The substitute should plan to be on the job in the elementary schools from \_\_\_\_\_ until \_\_\_\_\_, and at the high school from approximately \_\_\_\_\_ to \_\_\_\_\_. Exceptions to this would be when you were called too late in the morning to get there by the regular starting time.

What is the rate of pay for substituting?

The rate of pay for substituting is from \$75-\$110 per day, depending on certification. The minimum payment is one-half day. After 20 consecutive school days in the same position, the rate of pay is applied according to where the substitute would be on the salary schedule. Substitutes used for all prolonged assignments must be approved by the Superintendent.

How do I keep track of substituting and when do I get paid?

Each substitute maintains a register of days taught, where, for whom, etc. A sample copy is enclosed in this handbook. Each school keeps an identical record. The school and the substitute both turn their registers in to the Board of Education office promptly following the first Saturday of each month. Checks for work done during the time covered by that register are then distributed (mailed to you unless you designate otherwise) on the \_\_\_\_\_ of the month.

How should I dress for substitute teaching?

Dress for respect. Take into account the area you are going to substitute in and dress for comfort and respect from the group you will be working with. Substituting in P.E., shop classes, and other physically active areas dictate a different style of dress than classroom assignments. Dressing too casually and over-dressing both can be detrimental to your success as a substitute. Always strive to project a professional image through word, deed and appearance.

How do I "get started" with a class?

First, identify yourself. Have your name written on the chalkboard. If the name is such to be difficult for the students, pronounce it, beat them to any humorous references, etc. Tell them that you are pleased to be their teacher for the day, that you are a nice person and will be fair with them and that you expect them to cooperate with you and work for you.

Start class immediately with the first lesson, or have a pre-planned 5-minute activity for them to do immediately. This helps set the tone that it is going to be a day of learning activity, and also allows you to familiarize yourself with the group setting and determine that everything is as it should be. Roll can be taken while the students are doing directed practice. In calling the roll, ask each student to raise their hand when their name is called and wait for you to acknowledge them. (This eliminates some of the age-old tricks played at roll call time.)

What should I do if there are no lesson plans or if they are completed before the period ends?

This should not occur if proper planning has been done by the teacher prior to the absence. However, sometimes the nature of the absence is such that proper planning was not completed. Therefore, you should maintain a file of pre-planned activities to use on such occasions. The important thing for you to do is to keep the class involved in some meaningful learning activity at all times.

Am I expected to teach the class?

Yes. You are a capable person or you would not have been approved as a substitute in the district. The job you do is a very important one. Each day you substitute represents 1/185<sup>th</sup> of the students' learning experience for that school year.

## **Relevant Publications for Required Reading and Knowledge**

### **USD 214-Ulysses Board Policy**

Board Policy is approved annually and updated periodically through the assistance of the Kansas Association of School Boards. The policy can be located online via the District's website.

### **USD 214-Ulysses Parent and Student Handbook**

Parents and students reference the handbook often. It is good practice to be familiar with the particulars found in this District publication.

### **USD 214-Ulysses Section 504 Notebook**

The purpose of the Section 504 Notebook is to describe the policy and procedures related to Section 504, which is in effect in USD 214.

## **USD 214-Ulysses District & School Improvement Plan**

School improvement is a continuous process requiring all stakeholders' collaboration to ensure student achievement. Each building is required to update and revise school improvement plans annually, a process involving faculty members. All District and school improvement plans are housed on the platform called KSSTAR.

KSDE requires USD 214-Ulysses to have District and School Improvement Plans that are active and living. Each building has a School Improvement Plan that coordinates well with the District Improvement Plan.

## **Emergency Operations Plan**

The Emergency Operations Plan (EOP) is a necessary document for the safety and security of all school community members. Updates are published annually; the manual is vital to drills and preparation. The EOP can be found on the CrisisGo App on district-issued devices and can be downloaded to staff's personal devices.

## **Bloodborne Pathogens**

Spills of Blood and Other Potentially Infectious Material (OPIM): OPIMs include body fluids such as respiratory discharge, tears, vomit, urine, feces, saliva in dental procedures, semen, and vaginal secretions.

- When appropriate, teach and assist students to render their own personal first aid and to cover any open wound. This will reduce the risk of pathogenic transmission from one person to another.
- Be familiar with the USD 214 Bloodborne Pathogen Exposure Control Plan (on file at the office and available upon request).
- When rendering first aid, always wear protective gloves if blood or OPIMs are involved. Please contact the school health office for assistance.
- CLEAN UP: All contaminated surfaces must be cleaned before they can be disinfected. A fresh, 1 to 10, solution of household bleach and water is the recommended disinfectant. Cleaning products and protective gloves are available from the custodian. Call for custodial assistance.
- Always follow up by washing hands with soap and hot water whether protective gloves are worn.

## **Emergency Safety Interventions (ESI) Board Policy (GAAF)**

The board of education is committed to limiting the use of Emergency Safety Interventions ("ESI"), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention, as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

### Definitions (See K.A.R. 91-42-1)

“Emergency Safety Intervention” uses seclusion or physical restraint.

This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook.

“Seclusion” means the placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d) (2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; or (6) a student who has reached the age of majority or is an emancipated minor.

“Physical Restraint” means bodily force substantially limiting a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction, shall not be considered physical restraint.

“Physical Escort” means the temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student acting out to induce the student to walk to a safe location.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

### Prohibited Types of Restraint

All staff members are prohibited from engaging in the following actions with all students:

- Using face-down (prone) physical restraint;
- Using face-up (supine) physical restraint;
- Using physical restraint that obstructs the student’s airway;
- Using physical restraint that impacts a student’s primary mode of communication;
- Using chemical restraint, except as prescribed by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
- Use of mechanical restraint, except:
  - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
  - Any device used by law enforcement officers to carry out law enforcement duties; or
  - Seatbelts and other safety equipment used to secure students during

transportation.

#### Use of Emergency Safety Interventions

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to such student or others with the present ability to affect such physical harm. Less restrictive alternatives to ESI, such as positive behavior intervention support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before using any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate using an ESI. Use of an ESI for purposes of discipline, punishment, or the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

#### Seclusion Restrictions

A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger due to seclusion. The existence of such a medical condition must be indicated in a written statement from the student's licensed healthcare provider, a copy of which has been provided to the school and placed in the student's file.

When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of an emergency, such as fire or severe weather.

A seclusion room shall be a safe place with proportional and similar characteristics to other rooms students frequent. Such room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

#### Training

All staff members shall be trained in using positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee's position. Administrators, certified staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain documentation regarding the training that was provided and a list of participants.

#### Notification and Documentation

The principal or designee shall notify the parent, or if a parent cannot be notified, then shall notify an emergency contact person for such student, on the same day the ESI was used. Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. The parent shall be provided

the following information after the first and each subsequent incident in which an ESI is used during each school year: (1) a copy of this policy which indicated when ESI could be used; (2) a flier on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and, once it has been developed, the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the first occurrence of an incident involving the use of emergency safety interventions, the foregoing information shall be provided in printed form. Upon the occurrence of a second or subsequent incident shall be provided a full website address containing such information.

In addition, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the intervention,
- Type of intervention,
- Length of time the intervention was used, and
- School personnel who participated in or supervised the intervention.

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

#### Reporting Data

District administration shall report ESI data to the state Department of Education as required.

#### Three (3) Incidents of ESI for Same Student

If a student with an IEP or a Section 504 plan has three incidents of ESI in a school year, then such student's IEP team or Section 504 team shall meet within ten (10) days following the third incident to discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence unless the IEP team or Section 504 team has agreed on a different process.

If a student without an IEP or Section 504 plan has three incidents of ESI in a school year, then the school staff and the parent shall meet within ten (10) days following the third incident to discuss the incident and consider the appropriateness of a referral for a special education evaluation, the need for a functional behavioral assessment, or the need for a behavior intervention plan. Any such meeting shall include the student's parent, a school administrator for the school the student attends, one of the student's teachers, or a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for such a meeting.

The student who is the subject of such meetings after a third ESI incident shall be invited to attend the meeting. The time for calling such a meeting may be extended beyond the 10-day limit

if the parent of the student is unable to attend within that time period. Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student who has not had three ESI incidents in a school year.

#### Local Dispute Resolution Process

The Board of Education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state Department of Education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the Board of Education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the ESI.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such an investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigators shall be informed of the obligation to maintain the confidentiality of student records and shall report the findings and recommended action to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30<sup>th</sup> day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education. Once such a procedure has been developed, a parent may file a complaint under the state board of education complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

#### **Notice of Non-Discrimination**

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with USD 214 are hereby notified that this institution does not discriminate on the basis of race, color, national origin, gender, age, religion, marital status, gender orientation, veteran status, handicap or any other legally protected status in the admission or access to, or treatment or employment in its programs and activities. As the law requires, the district will provide equal access to district facilities and related benefits and services. It will not discriminate against any group officially affiliated with the Scouts, BSA, the Girl Scouts of the United States of America, or any other youth group designated in applicable federal law. Any person inquiring about USD 214 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed

to contact USD 214, 111 S. Baughman Street, (620)356-3655. The Superintendent of Schools, Corey Burton, has been designated to coordinate the institution's efforts to comply with regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Asst. Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504. Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. Section 12131 states:

1. Public Entity

The term "public entity" means

- a) any State or local government;
- b) any department, agency, special purpose district, or other instrumentality of a State or States or local government; and
- c) the National Railroad Passenger Corporation, and any commuter authority (as defined in section 24102(4) of title 49).

2. Qualified individual with a disability

- a) The term "qualified individual with a disability" means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

## **Social Media Guidelines**

USD 214- Ulysses recognizes the importance of using social media as a communication and learning tool. These guidelines aim to assist District employees in navigating the appropriate use of social media tools in their professional and personal lives.

All staff members are expected to serve as positive ambassadors for the District and appropriate role models for students. It is vital that staff maintain professionalism in their interactions with students and the community. Failure to do so could put you in violation of existing District policy and at risk of disciplinary action. These social media guidelines provide guidance for the use of social and/or digital media on behalf of the District. "Social media," as used in these guidelines, includes all forms of electronic communication through which users share information, messages, and/or other content on the Internet, including, but not limited to, communication through Facebook, X, LinkedIn, YouTube, Pinterest, Google+, Tumblr, Instagram, and similar social media sites, as well as posting to your own or someone else's blog, online diary or journal, podcasts, virtual worlds, social networks, personal website, or to a web bulletin board or a chat room, regardless of whether such a site has any direct connection with the District.

The following principles apply to using social and/or digital media by District employees:

- You are solely responsible for what you post online. Before creating online content, it is important to use your best judgment and consider whether the content can adversely affect your job performance, the performance of fellow employees and/or students, or whether it adversely impacts others at your building, as well as individuals in the

community, students, and others. Content that negatively impacts the District's legitimate interests or the interests of its students may result in disciplinary action, up to and including termination.

- Employees must adhere to the Employee Handbook and other District policies when using social and/or digital media. Employees should be aware of the effect of their actions on the District's image. Information employees post or publish may be seen as posting on behalf of the District. Inappropriate posts can include discriminatory remarks, harassment, threats of violence, or similar inappropriate or unlawful conduct. This type of posting cannot be tolerated and may subject you to disciplinary action, up to and including termination.
- Employees should use their best judgment to ensure anything shared on social and/or digital media is not harmful to District employees, students, parents, vendors, donors, board members, etc.

Please remember that you have no right to privacy when using the District's communications systems, including, but not limited to, computers and other electronic equipment, the District's internet connection, and e-mail system. In addition, the District reserves the right to monitor public communications and content on employees' social networking profiles and public posts on social media websites.

### **Be Professional and Respectful**

Always be fair, courteous, and professional to fellow employees, students, parents, vendors, and anyone working on behalf of the District, both online and offline. Avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, or intimidating, or that are disparaging of the District's aims or goals, or that might constitute harassment or bullying of people with whom you work in any capacity.

Examples of such conduct might include:

- offensive posts meant to intentionally harm an employee, non-employee, student, or parent's reputation;
- posts that could contribute to a hostile work environment on the basis of race, color, religion, national origin, sex, ancestry, age, disability, or any other status protected by law or our policies;
- threats made to stalk, haze, physically injure, or damage the person or properties of an employee, non-employee, student, or parent;
- posting pornography.

Work-related complaints can often be resolved by speaking directly with your coworkers or by directing your complaints to the Board of Education Office.

## **Be Honest and Accurate**

Please be honest and accurate if you are posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted posts can be searched. Never post any information or rumors you know, or suspect, to be false about the District, fellow employees, students, parents, or others working with or on behalf of the District.

## **Post Only Appropriate and Respectful Content**

Your social media posts should:

- Maintain appropriate privacy and confidentiality requirements of the District.
- Do not link from your blog, website, or other social media site to the District's website without first seeking permission from the Board of Education Office.
- Express only your personal opinions. Do not represent yourself as a spokesperson for the District. If the District should be the subject of the content you are creating, be clear and open about the fact that you are employed by the District, but also make it clear that your views do not represent those of the District, your fellow employees, or others working on behalf of the District. If you publish a blog or post online related to the work you do or subjects associated with the District, make it clear that you are not speaking on behalf of the District. Please include the following disclaimer if you identify yourself in a social media post as an employee of the District: "The views expressed on this website are my own and do not necessarily reflect the views of USD 214-Ulysses."
- Respect the law, including copyright law.

To assist you with the principles above, below are specific considerations to follow when using social media:

1. You are Always a School Employee- The lines between public and private, personal and professional, are sometimes blurred in the digital world. You will always be considered a District employee even when you have a disclaimer or use a different username. Whether it is clearly communicated or not, you will be publicly identified as working for and sometimes representing the District in what you do and say online.
  - Always write in the first person and make it clear that you are speaking for yourself and not on behalf of the District.
  - Do not misrepresent yourself by using someone else's identity or misrepresenting your identity. Be honest about who you are, where you work, and what you do.
  - Do not share confidential information, whether internal school discussions or specific information about students or other staff. What you post will be seen by others and can be forwarded or shared in just a few clicks.
2. Be Professional- Represent the District values of respect, responsibility, integrity, citizenship, honesty, and teamwork. Express your ideas and opinions respectfully and carefully consider what you post through comments and photos.
  - Respect copyright and fair use guidelines. Be sure to cite your source when quoting.
  - Do not use any school logo or image without permission from the Board of Education Office.
  - If you make a mistake, admit it and correct it quickly. Clearly state if you've

corrected a previous post and apologize if appropriate. Even though damage may be done, it is best to admit and correct your mistake.

- Be cautious about posting personal videos. Video is an especially rich form of communication that often tells more about you than you might realize. Assume the video you post is public and will be viewed by everyone in your personal and professional worlds.

3. Respect Others and Ensure the Safety of Students- Respect the privacy and the feelings of others and do not, under any circumstance, post offensive comments about students, colleagues, or the District in general. Negative comments about people may amount to cyberbullying and could be deemed a disciplinary offense.

- You are responsible for what you post publicly, so be certain it is accurate and supports or remains neutral of your organization. If you are about to publish something that makes you hesitate, wait a day and talk to a colleague or supervisor. Once posted, you can't take it Back.
- Employees who join or engage in social networks that include students are responsible for monitoring content and addressing appropriate behavior or activity, including the protection and safety of minors. All aspects of mandated reporting responsibilities apply, and should also be shared with a building administrator if there is any concern related to student safety and well-being.
- Permission should be sought when posting photos or movies of fellow employees when possible. Permission should be sought when posting photos or movies that single out or personally identify a student.

4. Manage Staff/Student Relationships Carefully- Employees are prohibited from establishing unprofessional and inappropriate personal relationships with students. Do not fraternize with students as though they are your peers or friends.

- Unprofessional relationships include writing personal letters, emails, or text messages; calling students on cell phones or allowing students to make personal calls to you unrelated to class work or school activities; sending inappropriate pictures to students; discussing or revealing personal matters about your private life or inviting students to do the same; engaging in sexualized dialogue in any form.
- Inappropriate or offensive content posted to social networks by employees and viewed by students, parents, or other staff may be investigated by school and District officials and, if warranted, may result in disciplinary action.
- Usage of school email, and district-provided communication devices, is not private. All communications by employees to students or parents at any time from any phone or electronic communication shall be expected to be professional. Emails between employees, students, and parents shall be done through the school-provided email application and must conform to school email policies. All aspects of mandated reporting responsibilities apply, and should also be shared with a building administrator if there is any concern related to student safety and well-being.

5. Help Build our Community-Write what you know, be accurate, and add value to the discussion. A District's most valuable asset is its staff, represented by its people, and what you publish may reflect on the school.
- Speak in the first person with your own voice and perspective.
6. Personal Use- The line between professional and personal relationships can be blurred within a social media context. Employees should exercise good judgment and common sense while maintaining their professionalism as District employees.
- Do not use District contact information (email, address, phone, etc.) when using social media for personal use.
  - Do not connect with students via personal social media. Doing so puts you in a teacher-student relationship.
  - Do not use District equipment or the District network as primary tools for maintaining personal accounts.
7. Classroom Use- Social media networks are powerful teaching and communication tools that can add great value to classroom instruction. Teachers are encouraged to use social media tools where appropriate in addressing an educational goal of the classroom.
- Inform your building administrator when creating social networks for classroom use and make sure parents are aware of the use and educational purpose.
  - Use District contact information (email, address, phone, etc.) for creating and maintaining accounts, including student accounts. For any social media sites used in the classroom, provide your username and password to your building administrator.
  - Abide by the user guidelines set by the social media site, including account age requirements.
  - Treat the social media network like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
8. Other Uses- Coaches, Advisors, Fundraisers, Programs Social media networks can be helpful for groups in interacting and sharing information.
- Inform your building administrator when creating social networks for any school-related use.
  - Use District contact information (email, address, phone, etc.) for creating and maintaining accounts. For any social media sites used in the classroom, provide your username and password to your building administrator.
  - Be proactive by stating clearly that the network you create is school-related.
  - Abide by the user guidelines set by the social media site, including account age requirements.
  - Treat the social media network like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
  - Consult with the Board of Education office if further guidance is needed.

**Retaliation Is Prohibited**

The District prohibits taking negative action against any employee for reporting a possible deviation from these guidelines or for cooperating in an investigation related to items covered in this handbook. Any employee who retaliates against another employee for reporting a possible deviation from these social media guidelines, or for cooperating in an investigation, will be subject to disciplinary action, up to and including termination.

**Discussion of the Terms and Conditions of Employment and Free Speech**

Nothing in the social media guidelines should be construed to limit any employee's right to discuss terms and conditions of employment or prohibit any employee from engaging in concerted activity as that term is defined in Section 7 of the National Labor Relations Act. Similarly, nothing in the social media guidelines should be construed to limit any employee's right to free speech that is protected by applicable federal, state, and local laws.

## Substitute Feedback Form

SUBSTITUTE TEACHER: \_\_\_\_\_ SUB DATE: \_\_\_\_\_

CLASSROOM TEACHER: \_\_\_\_\_

### **SUBSTITUTE TEACHER FEEDBACK (COMPLETED BY SUBSTITUTE TEACHER)**

The classroom teacher provided me the following information and/or procedure:  
(Please check the appropriate response.)

YES NO

I. A detailed lesson plan for the day of absence.		
II. The lesson plan was written in a clear and understandable manner.		
III. All materials to implement the lesson plan were detailed and available.		
IV. His/her daily schedule (including extra duties)		
V. Instructions necessary for me to follow the daily schedule (including lunch).		
VI. Attendance procedures (including scan sheets when appropriate).		
VII. Up-to-date class rosters for all hours, including seating charts, if possible.		
VIII. Instructions in reference to management (discipline) procedures.		
IX. Emergency and Crisis Plans were available		
X. Other team or individual procedures and/or instructions.		

COMMENTS:

---

---

---

Please Return to District Administrator

## Substitute Report

FROM YOUR SUBSTITUTE

Name:

Date:

---

How the Day Went -

---

Notes About Lesson Plans -

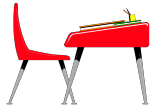
---

Helpful Students -



---

Absent Students -



---

Problems -

---

Comments -



---

PLEASE LEAVE THIS COMPLETED FORM ON THE TEACHER'S DESK. THANKS!

## Regular Teacher Feedback Form for Substitute Teachers

*To be completed by the Regular Education Teacher*

SUB DATE: \_\_\_\_\_

SUBSTITUTE TEACHER: \_\_\_\_\_

Please circle the correct response.

1. Did the substitute adequately implement the lesson plan?

YES

NO

2. Did the substitute provide feedback to the teacher?

YES

NO

3. Were the classroom, papers, materials, etc., in good order?

YES

NO

4. How could/can the substitute teacher improve their methods of delivering instruction and meeting the expectations of their responsibilities?

---

---

---

---

---

---

---

---

---

---

Please Return to the Building Principal