

# SUBSTITUTE NEWS

*for Classroom Success*

2016-2017

## Welcome to Bristol Tennessee City Schools

Dear Substitute Teacher,

Welcome! The staff of Bristol Tennessee City Schools would like to express our thanks and appreciation for all you do for our teachers and children.

There are few things more reassuring to a teacher than the knowledge that a caring and professional substitute teacher is on hand when he or she is absent from school.

Substitute teachers have the very important job of providing our classes with a sense of continuity during a teacher's absence. To make sure your day at one of our schools goes smoothly, we have put together this booklet of information we think will be helpful to you. Remember, you can always ask any of us for help if questions come up during the day. Thank you for being here, and have a great day!

Sincerely,

Gary Lilly, Ed.D.  
Director of Schools



### Anderson Elementary

Ginger Christian, Ed.D., Principal  
Destiny Clark, Program Assistant  
Pam Hobbs, Secretary  
901 Ninth Street (423) 652-9444

### Avoca Elementary

Vonda Beavers, Ed.D., Principal  
Jeff Mustard, Program Assistant  
Crystal Powers, Secretary  
2440 Volunteer Pkwy. (423) 652-9445

### Fairmount Elementary

Kyle Evans, Ed.D., Principal  
Jane Laoo, Ed.S., Program Assistant  
Becky Hughes, Secretary  
821 Virginia Ave. (423) 652-9311

### Haynesfield Elementary

Rachel Walk, Ed.D., Principal  
Tanika Hardin, Program Assistant  
Delma Luttrell, Secretary  
201 Bluff City Hwy. (423) 652-9292

### Holston View Elementary

Kristie Coleman, Ed.D., Principal  
Trey Arrington, Program Assistant  
Elizabeth Blankenship, Secretary  
1840 King College Rd. (423) 652-9470

### Vance Middle

Amy Scott, Ed.D., Principal  
Seymour Ray, Assistant Principal  
Susan Osburn, Secretary  
815 Edgemont Ave. (423) 652-9449

### Tennessee High

Mary Rouse, Ed.D., Principal  
David Collins, Assistant Principal  
Paul Pendleton, Assistant Principal  
Steve Sochalski, Assistant Principal  
Deidre Pendley, Program Assistant  
Ashleigh Shu, Program Assistant  
Roby Witcher, Program Assistant  
Diane Whitaker, Secretary  
1112 Edgemont Ave. (423) 652-9588

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# RESPONSIBILITIES & EXPECTATIONS

## Legal Responsibilities of Substitutes

Courts have held that schools have a special relationship with students and have a legal duty to protect students from foreseeable harm. The degree of foreseeable harm will often determine the extent to which staff members may be held liable if a student is injured.

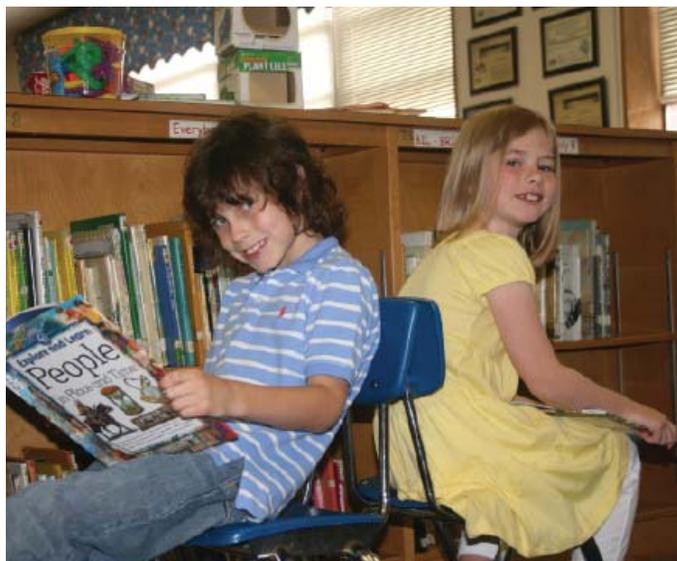
While students are in school, staff members serve in loco parentis (in place of the parents). Do not leave students unattended — you are responsible for all students under your charge and are legally responsible for their welfare.

If you observe a dangerous situa-

tion, report it immediately, and if possible, take immediate corrective action. Dangerous situations can include unsafe equipment, physical obstacles, and potential and/or actual student confrontations.

Do not release students to anyone other than school personnel, without written authorization from either the parent/guardian or office staff. When in doubt, contact the principal or administrator in charge.

Make sure you are familiar with school/district policies before taking any disciplinary measures against a student.



**“Treat people as if they were what they ought to be, and you help them to become what they are capable of being.”**

*~ Johann Wolfgang von Goethe*



## Expectations of Substitute Teachers

We have high expectations for our students and staff members. Our culture is one that promotes innovation, healthy relationships, and success. It is our belief that all students have the right and ability to learn, and that all schools must provide a positive, safe, caring environment for teaching and learning.

A negative attitude is never valued. The result is often damaging and can result in a substitute developing a negative reputation and not being invited back.

It is our policy to set examples that are an important part of the educational process – we expect staff members to set exemplary standards, as well as provide exemplary instruction. Substitute teachers are considered staff members, and as such are expected to serve as role models.

## Our Beliefs

We believe it is important to have capable, caring substitutes to stand in for our absent teachers, and we value your contributions to our programs.

Our goal is to foster a quality school system that prepares stu-

dents for a rapidly changing future.

We count on you to keep the learning process flowing, and hope that this handbook will offer some tips to make the experience a positive one for all.

**Please feel free to submit any suggestions to the Human Resources Office. We want to know about your feelings and thoughts regarding our mutual efforts. Remember that the building principal is there to help you as well.**

*Bristol Tennessee City Schools does not discriminate on the basis of race, color, national origin, gender, genetic information, military status, handicap or age.*

# A DAY IN THE LIFE OF A SUBSTITUTE

## The First Day

You've agreed to become a substitute for Bristol Tennessee City Schools. Now what do you do? If you've been called to sub for a teacher in the district:

- Report to the school office early enough in the morning to sign in and receive instructions for the day.
- Become familiar with individual school procedures regarding student absences, student privileges, and staff duties (lunch-time, dismissal, and emergencies).
- As a sub, you are expected to be present in the classroom at all times during regularly scheduled periods.
- As a staff member, you are expected to help maintain order among students in the hallways, cafeteria, lobbies, and assemblies.

## Morning Arrival

- **Arrive at school with sufficient time to organize your materials, familiarize yourself with building rules, bell times, and procedures.**
- **Take advantage of local resources, starting with the office.**
- **Check with administrators, counselors, and secretaries to get any general information you may need during the day.**
- **Obtain any keys that might be necessary.**
- **Ask about student passes and procedures, and whether there will be any extra duties associated with the assignment.**
- **Introduce yourself to the teachers on both sides of your classroom.**

## In the Classroom Before School

- Put your name on the board.
- Review the expectations or rules, if any are posted.
- If there is a class seating chart, locate it and use it during the day to acknowledge students by name. Don't be afraid to ask a student to pronounce a name if you are unsure.
- You should typically find a lesson plan for the day. Just in case, be prepared with a generic plan that deals with appropriate subject material.

## Arrival & Departure Times

### Elementary Schools

7:50 a.m. - 3:20 p.m.

Classes begin at 8:10 a.m.

### Middle & High School

7:15 a.m. - 2:45 p.m.

Classes begin at 7:30 a.m.

## In the Classroom Before School (Cont'd)

- Allow enough time to review either plan before students arrive, and locate any needed materials.
- Get ready to greet students as they come in.

## Throughout the Day

- Use a positive approach.
- Immediately get students involved in a learning activity.
- Carry out lesson plans and assigned duties, improvising when necessary, to fill extra time, enhance activities, or supplement sketchy lesson plans.
- Be fair, and be sure to carry out rewards and consequences you have established.
- Learn as many students' names as you can.
- Expect interruptions such as fire drills, power outages, injuries, etc.

## End of the Day

- Challenge students to recall topics learned that day.
- Remind students of assignments.
- Organize and label students' work, and leave notes regarding the day's lesson for the regular teacher.
- Make sure all classroom materials are accounted for.
- Close windows and lights, and make sure the room is in the same condition as when you arrived.
- Turn in keys.
- Jot down some notes about what was accomplished, and how things went.

# IN THE CLASSROOM

## Assignment Preparation

In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. If additional learning materials are needed, the school or teacher should provide them.

Plan on arriving early and check in at the school office immediately upon arrival. The office staff will provide applicable information where necessary.

You should become familiar with this information as soon as possible.

## Student Use of Computers

Close monitoring of student use of computers will ensure proper educational use.



## Correcting Student Papers

Unless specifically directed, substitute teachers are not required to correct student papers. If applicable, follow specific grading instructions from the regular classroom teacher. As a minimum, student papers should be organized.

## Importance of Task

Getting students on task as quickly as possible makes it much easier to keep them actively engaged in learning. Active learners spend less time getting into trouble.

## Lockdown Procedures

1. Keep all students in the classroom.
2. Move all students away from doors and windows.
3. Check hallways outside door for students in hallway -- bring them in your room.
4. Lock all doors.
5. Close shades and blinds.
6. Keep students quiet and orderly.
7. **DO NOT LET ANYONE** in or out of your classroom until you are notified to do so by a police officer or school administrator.
8. **DO NOT OPEN THE DOOR.** In case of evacuation, you will be given specific instructions by the police or school personnel.

## Establishing a Positive Classroom Environment

**It is important for substitute teachers to establish expectations and consequences at the beginning of the day. It is essential to be perceived as confident, in charge, and fair. Do not lose control. Model appropriate behaviors, even under stressful conditions. Losing control makes it difficult to make proper decisions and retain the respect of students. In addition, your behavior, rather than the student's, becomes the focus.**



## Emergency Plans

Each school has a detailed Emergency Plan. Please take a moment to look at the plan for the building where you are substituting.

Familiarize yourself with all procedures and exits in the event of an emergency.

During a fire drill, when the alarm sounds, take your class roll and exit with your students according to the exit plan posted in your classroom. Keep your students together and check roll outside.

## Classroom Lesson Plans

If a lesson plan has been left for you, the expectation is that you follow the lesson plan closely.

## Attendance

It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.



## School District Policies

The following policies may be found in their entirety in each building or at [www.btcs.org](http://www.btcs.org):

- Drug-Free Workplace Statement
- Student Medication Policy
- Sexual Harassment
- AIDS

## Medical Concerns

There are a number of students in the school district with health concerns that can affect them during the school day. At the elementary level, teacher plans may include information regarding "students of concern." Please check with the administrator in that building.

# IN THE CLASSROOM

## Leaving a Comprehensive Report

Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed and any other relevant information needs to be shared with the regular classroom teacher.

## Respect

Each student is a person who deserves to be treated with respect regardless of ability, language, social and cultural background, or personal circumstance. Students respect adults who respect them.

## Basic Rules for Students

State any rules at the appropriate level of students' maturity:

- Keep hands, feet, objects to yourself.
- Talk when you have raised your hand and been given permission.
- Remain in your seats unless given permission to be out of them.
- No student will prevent another student from learning.

## Communicate the Significance of Learning

Minimize time spent on procedural matters. Require student attention and participation, and provide feedback about students' work. Provide closure at the end of the class.



## Eye Contact

Direct eye contact and nonverbal communication are effective classroom management tools, provided the non-verbal communication is not threatening or intimidating.

## Confidentiality

The confidentiality of school records must be respected. Do not discuss students, grades, or records with non-school personnel. In addition, the confidentiality of school situations must be respected. Since you are a professional, we expect any concerns will be discussed with an administrator, and not the community at large. Remember that your input is appreciated.



## Assignment Preparation

In most instances, substitute teachers will find that the classroom teacher left detailed lesson plans. If additional learning materials are needed, the school or teacher should provide them. Plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide applicable information where necessary. You should become familiar with this information as soon as possible.

## Quick Tips

- Ask the students to write down 5 – 10 questions pertaining to the subject matter they are reviewing. Use these for an oral or written quiz.
- Try game formats for drill materials.
- Have students brainstorm ideas related to a discussion topic, or pick a student to lead the discussion.
- Have students write free-association word lists about a topic.
- If the class is to review for a test, have students make up model tests.
- If watching a video, have students write down 2 or 3 questions that were answered in the video. Or, before watching the video, have them write down what topics they would include if they were making it. Compare their lists to what was in the video.

### For younger children

- Use post-it notes to notice good behavior.
- Use a "microphone" (an empty paper towel roll colored black with aluminum foil on top).
- Have students write a letter to their teacher welcoming them back and telling them about their day.
- Have students design "name tents" to place on their desks or tables.
- Have students scramble 5 spelling words and pass to other students to unscramble.

# STUDENT BEHAVIOR & DISCIPLINE



**“ To waken interest and kindle enthusiasm is the sure way to teach easily and successfully.”**

*~Tryon Edwards*

## Discipline

- Be calm and unemotional.
- Be firm and fair.
- Give a student a chance to explain his or her actions.
- Explain the reasons for any penalty or punishment.
- If possible, try not to embarrass the student as a form of punishment. Try to handle the situation privately.
- Do not use unusual forms of punishment.
- Do not in any case use physical discipline of any type.
- Report serious problems to the principal's office immediately.
- Do not punish the group for the actions of one.
- If students are busy with some worthwhile materials, discipline problems seldom develop.
- The substitute should be pleasant but firm.



## Student Behavior

You must be able to distinguish between minor and major disruptions. If a student's behavior is merely annoying, it is usually minor, best dealt with by ignoring it, and praising positive behavior. Use caution when bringing attention to minor disruptions, since recognition can often strengthen unwanted behaviors. Major disruptions occur when student learning is affected and should be dealt with quickly and privately, whenever possible.

Stopping the unwanted behavior quickly and reiterating expectations is an essential tool in creating and maintaining a positive classroom environment. Negative consequences should be logical and in proportion to the offense.

Listen carefully and consider all points of view before taking disciplinary action. This is particularly important when you have not witnessed the situation personally. The process of listening will not only help in determining a proper course of action, it can often result in a "teachable moment."

Individual students may have targeted behavior plans designed to meet their unique needs. This information should be included with the sub plans.

## Do not ...

- **allow students to publicly argue with you. Encourage them to discuss concerns privately.**
- **allow students to challenge your authority.**
- **threaten students with consequences you are either unwilling or unable to deliver. Be prepared to back up your words with consistent actions.**
- **use students as an example for negative behavior. Remember to always reinforce your concern for a student's well-being.**
- **visually isolate a student. Except in certain circumstances, you must be able to directly supervise all students in your charge.**
- **take students home with you or transport them in your car without prior administrative approval.**
- **criticize others.**
- **make personal telephone calls while with the class.**

# GENERAL INFORMATION



**"The more you read, the more things you will know. The more that you learn, the more places you'll go."**

*~Dr. Seuss, "I Can Read With My Eyes Shut!"*

## Substitute Teaching Qualifications

Substitute teachers with a bachelor's degree or higher will be given priority; however, non-college graduates are eligible to substitute teach. All substitute teachers shall complete an employment application and satisfactorily complete an interview and orientation.

## Identification Badge

Substitute teachers are required to wear the Bristol Tennessee City Schools identification badge while in any of our buildings.

## Pay Schedule

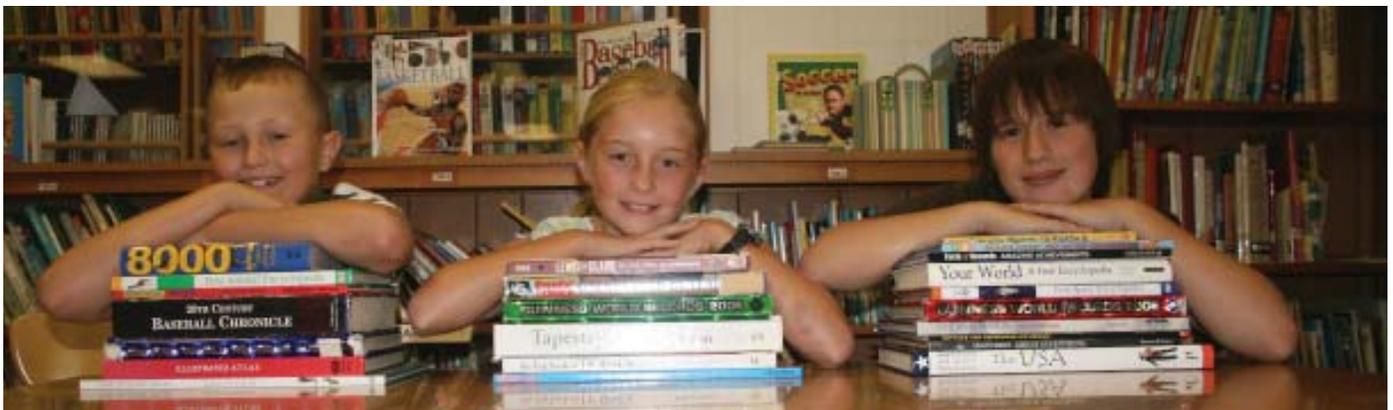
Salary for non-degree substitutes is \$60 per day, and substitutes with at least a bachelor's degree receive \$65 per day. Paychecks are issued on a bi-weekly schedule. Checks will be automatically deposited.

## On-the-Job Injuries

If you are injured while on the job as a substitute, you **must report** the injury to the principal immediately. This report must be completed no matter how small or insignificant your injury may be. The principal will give guidance and assistance on necessary procedures and paperwork.

## Inclement Weather Delays or Cancellations

Please call (423) 652-9554 or access our website at [www.btcs.org](http://www.btcs.org) when the weather is bad. There will also be announcements made on local TV and radio stations.



# SUBSTITUTE PERFORMANCE

## Complaints About a Substitute

If there is a complaint in regard to a substitute teacher's performance or behavior, the building principal will address the issue with the substitute. Depending on the circumstances, documentation of the particular issue and how it was addressed will vary.

If the issue persists or warrants immediate dismissal, the substitute will be contacted by the Human Resources Department. If the behavior reported amounts to a serious breach of duties, the substitute will be removed or suspended from the Active Substitute List.

The substitute will be notified by phone or by mail of the action taken and the reason for the action. If the complaint/concern is less serious, the substitute will be asked to come in for a conference. At this conference, the nature of the complaint will be discussed and appropriate actions to address the problem will be decided upon.

If continued complaints are received, the substitute teacher will be removed from the Active Substitute List. Reinstatement to the Active Substitute List will be made only upon the recommendation of the Director of Schools.

An individual school can request that a substitute teacher be restricted from substituting at that school. Such requests will be honored if the school has a reasonable basis for the request. Depending on the circumstances and the nature of the reason for the restriction, the substitute may or may not be notified of the restriction.

If several schools request restriction of the same substitute, the substitute is subject to being removed from the Active Substitute List. The substitute will be notified, either by phone or by mail that such removal has occurred.



**Personal, religious or political beliefs, philosophies and opinions may not be imposed upon the students.**

**Substitute teachers may not distribute religious, political or commercial materials to students without prior permission from the principal.**



## Unacceptable Behaviors

An occurrence of any of the following behaviors may result in immediate removal from the Active Substitute List:

- Using profanity in the presence of students
- Endangering students by leaving them unattended for inappropriate amounts of time or by falling asleep in the classroom
- Making sexually or racially inappropriate oral/written comments or displaying inappropriate graphic or physical conduct or subjecting students to racial or sexual harassment
- Using alcohol or unlawful drugs on school premises
- Insubordination
- Willful violation of school rules/regulations
- Willful refusal to follow instructions and or lesson plans left by the classroom teacher
- Any other inappropriate behavior

**Upon removal from the Active Substitute List, the substitute teacher in question will be notified of such removal in a timely fashion, by phone or by mail.**

## Classroom Ethics

Information obtained about students, including grades/performance must be kept confidential. It is against the law to disclose information contained in a student's personal folder, a student's grades or the fact that a student has a special need or disability. In other words, a substitute should assume and act as if any information learned about a student as a result of being a substitute teacher is confidential.

In addition, personal information regarding other teachers should not be publicly disseminated. Substitute teachers are representatives of the entire Bristol City School System.

# DIRECTIONS TO SCHOOLS

## Anderson Elementary



901 Ninth Street  
(423) 652-9444

From State Street, drive south on Volunteer Parkway. Turn right on Windsor Avenue (at Wallace Automotive). Turn left on Ninth Street. School is over the hill on the left.

## Avoca Elementary



2440 Volunteer Parkway  
(423) 652-9445

From State Street, drive south on Volunteer Parkway. Drive 5 1/2 miles, and Avoca is located on the right past the baseball fields.

## Fairmount Elementary



821 Virginia Avenue  
(423) 652-9311

From State Street, drive east toward King College. Turn right on Pennsylvania Avenue. Turn left on Cypress Street. School is located on corner of Cypress Street and Virginia Avenue.

## Haynesfield Elementary



201 Bluff City Highway  
(423) 652-9292

From State Street, drive south on Volunteer Parkway. Turn left on Weaver Pike. Turn right on Edgemont Avenue. Proceed right at fork in the road. School is two blocks on the left.

## Holston View Elementary



1840 King College Road  
(423) 652-9470

From State Street, drive east past King College. Turn left on King College Road. Holston View is located about a half-mile on the right.

## Vance Middle



815 Edgemont Avenue  
(423) 652-9294

From State Street, drive south on Volunteer Parkway. Turn left on Weaver Pike. Turn left on Edgemont Avenue. Vance is located one block on the right.

## Tennessee High



1112 Edgemont Avenue  
(423) 652-9588

From State Street, drive south on Volunteer Parkway. Turn left on Weaver Pike. Turn right on Edgemont Avenue. Tennessee High is located on the right.

## Administration



615 Martin Luther King Jr. Blvd.  
(423) 652-9451

From State Street, drive south on Volunteer Parkway. Turn left on Anderson Street. Turn right on Martin Luther King Jr. Blvd. Administration Building is located two blocks on the left.

# MAP OF BRISTOL CITY SCHOOLS



- |   |                        |   |                         |
|---|------------------------|---|-------------------------|
| 1 | Anderson Elementary    | 5 | Holston View Elementary |
| 2 | Avoca Elementary       | 6 | Vance Middle            |
| 3 | Fairmount Elementary   | 7 | Tennessee High          |
| 4 | Haynesfield Elementary | 8 | Administration Building |