

# **SUBSTITUTE HANDBOOK**

## **2019-2020**

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# EXECUTIVE TEAM

**Bob Thomas**, *Superintendent*

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**Mr. Ron McPherson**, *Assistant Superintendent  
Chief Financial Officer*

**Russ Oaks**, *Chief Operating Officer*

# HUMAN RESOURCES STAFF

**Scott Bolton**, *Executive Director*

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**Knox County Schools Web Site Address**  
[www.knoxschools.org](http://www.knoxschools.org)

KNOX COUNTY SCHOOLS  
ANDREW JOHNSON BUILDING

*Bob Thomas, Superintendent*



**June 3, 2019**

**Dear Colleague:**

**Welcome to Knox County Schools! Thank you for choosing to work with the children and the educators of Knox County. We believe you have made a great choice, and appreciate your willingness to share your knowledge and expertise. As a substitute teacher, you are a critical part of our educational team. Research has shown that high quality instruction has a tremendous influence on student learning, and the fact that we can provide our students with a strong educational experience, even when their regularly scheduled teacher is out of the classroom, is vital to our collective success.**

**We know the work you do is not easy. You frequently have to adjust to working in a new building, with new students and new staff throughout the school year. Despite these challenges, you are able to positively influence the lives of your students by providing continuity and excellent instruction.**

**Thank you for accepting the important role of a substitute teacher in Knox County Schools. As we are *increasing student achievement, creating a positive culture, and eliminating disparities in education*, we need great substitute teachers to help us reach these goals. I hope that your experience is rewarding to you both personally and professionally. If you have any questions, you may contact Human Resources at 594-1929 or by email at [hr@knoxschools.org](mailto:hr@knoxschools.org).**

**Gratefully,**

A handwritten signature in cursive script that reads "Bob Thomas".

**Bob Thomas  
Superintendent**

## ***INTRODUCTION***

This handbook was developed to provide you with general information important to substitutes. Specific instructions for a particular assignment will be provided at the school location. If you have questions that are not answered, please feel free to contact the building level administrator where you are substituting or the Human Resources Office (594-1929).

In the event of a discrepancy between any of the information contained in our orientation materials, the Substitute Handbook, and the Knox County Schools (“KCS”) Board Policy, the KCS Board Policy will govern. The purpose of this handbook is to provide information that will help with questions and pave the way for a successful career with KCS. Any revised Employee Handbook supersedes and replaces all prior versions.

## ***MISSION STATEMENT***

In conjunction with the Knox County Board of Education, the mission of Knox County Schools is, **"To provide excellent and equitable learning opportunities that empower all students to realize their fullest potential while inspiring lifelong learning."**

## ***KNOX COUNTY SCHOOLS AT A GLANCE***

- 9 Districts
- 88 Schools
- 60,752 Students

## ***ELIGIBILITY***

Substitute teachers are maintained on the Knox County Schools roster of eligible substitutes contingent upon their ability to comply with personal and professional standards of conduct. Conduct detrimental to the reputation of individual schools and/or the school system, not in the interest of the instructional program, or constituting a threat to the safety or well-being of students, the community, or school employees will be cause for removal from the substitute roster.

## ***AT-WILL EMPLOYMENT***

This handbook is neither an employment contract nor a substitute for the official KCS Board Policy; rather, it is a guide to and brief explanation of these policies. The handbook is not intended to alter the at-will status of employees in any way. The rights and responsibilities of the Knox County Schools’ employees may be found in **Section G, Human Resources**.

# ***BOARD POLICIES***

Knox County Board of Education Policies are available on line at <https://www.knoxschools.org/Page/2107>. The Board Policy Handbook can also be found in each school's office or library. If you are unable to locate a copy, please contact our office. You are expected to follow all Knox County Board of Education Policies and Procedures.

Board policies and procedures can change at any time. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate Central Office department. It is the employee's responsibility to be knowledgeable of and adhere to all Board Policies and Procedures, including those not referenced herein.

## **SMOKING AND TOBACCO USE**

The Knox County Board of Education recognizes that smoking represents a health and safety hazard which has serious consequences for the smoker and the nonsmoker. The Board also recognizes that all staff members should serve as positive role models for our students. In order to protect our students, staff, visitors, and guests of the schools from an environment that may be harmful to them, and in compliance with Public Chapter 410, known as the "Non-Smoker Protection Act," the Board of Education prohibits smoking by all staff, students, visitors, and guests on all school property, in all school buildings, and in all school vehicles (including schools, offices, warehouses, sport complexes, and other facilities, as well as vehicles owned by the Board).

Smoking is not allowed in any form at any time inside any school building or anywhere on school property. For the purpose of this policy, "Smoking" will mean all uses of tobacco (including all "smokeless" and chewing tobacco products), cigars, cigarettes, pipes, imitation tobacco products, and electronic cigarettes. Employees are prohibited from possessing tobacco products on school property that are visible to others. This policy on smoking shall be communicated to all existing employees and to all prospective employees upon their application of employment. "No Smoking" signs shall be clearly and conspicuously posted at every entrance to every public place where smoking is prohibited. **Policy G-211.**

## **DRUG-FREE WORKPLACE**

The Knox County Board of Education is committed to a safe working environment, to making adequate provisions for the safety and health of its employees at their place of employment, and to the safety and health of the students we serve as well as the general public. Please refer to the policy for comprehensive information or contact the Human Resources Department with any questions. **Policy G-210.**

## **HARASSMENT OF EMPLOYEES**

Knox County Schools does not discriminate in its programs or employment practices nor does it tolerate harassment for any reason including, but not limited to, harassment on the basis of age, actual or perceived gender, sexual orientation, national origin, disability, religion, race, color, genetics, veteran status or any other federally identified protected area. Harassment by any employee will not be tolerated. Harassment is defined as conduct, advances, gestures or words of a nature which:

1. Unreasonably interfere with an individual's work or performance;
2. Create an intimidating, hostile or offensive work environment;
3. Imply that submission to such conduct is made an explicit or implicit term of employment;
4. Imply that submission to or rejection of such conduct will be used as a basis for an employment decision affecting the harassed employee.

Victims of harassment should report these conditions to the appropriate school administrator, the Executive Director of Human Resources, or the Office of the Director of Schools. No reprisals or retaliation shall occur as a result of good faith reporting of charges of harassment and effort will be made to maintain confidentiality.

In determining whether alleged conduct constitutes harassment, all of the circumstances, including the nature of the conduct and the context in which the alleged conduct occurred, will be investigated. The Director of Schools and/or the Director's designee shall be responsible for investigating all complaints of harassment. If satisfactory resolution of any complaint is not reached, the complainant may refer the matter to the Board.

Any employee found to have engaged in harassment shall be subject to sanctions, including, but not limited to, warning, suspension, or termination. **Policy G-220.**

### **CHILD ABUSE AND NEGLECT**

In accordance with Tennessee Law, Knox County Schools acknowledges its responsibility to require employees to immediately report cases of verified or suspected child abuse and neglect. Individuals who have reasonable cause to know or suspect that any child has been abused or neglected are, by statute, responsible for immediately reporting such suspicions directly to the Department of Children's Services.

All Knox County Schools personnel are required to immediately report suspected child abuse or neglect. The information should include, to the extent known by the reporter, the name, address, telephone number of the child and parents or guardian, birthdate (age) of the child and present whereabouts of the child, if not at home. Please refer to the policy for comprehensive information or contact the Human Resources Department with any questions. **Policy J-400.**

### **USE OF TECHNOLOGY**

All computer users are expected to use the computer and computer networks in a responsible, ethical, and polite manner. The district reserves the right to monitor all technology resources activity. Inappropriate, unauthorized and illegal use of technology, including, but not limited to the internet, e-mail, or the district network will not be acceptable. **Forms MC-107 and MC-108.**

### **WORKER'S COMPENSATION**

All employees are eligible to receive Workers' Compensation benefits. All accidents/injuries, no matter how small or seemingly insignificant, must be reported to an employee's direct supervisor immediately and to the Employee Benefits Office. The KCS Board has established a medical panel consisting of general practitioners to treat on-the-job injuries. Employees may choose from any of the general practitioners listed on the medical panel for treatment of on-the-job injuries. Each school and building should have a posting of approved providers. If an employee needs medical treatment at any time when the doctors' offices on the Workers' Compensation Panel are closed, or if the Employee Benefits Office is closed, he or she may go to any Knox County hospital. The employee must notify their supervisor as soon as possible on the next working day. **Policy E-201.**

# ***BECOMING A SUBSTITUTE TEACHER***

Substitutes are required to pass all background checks, complete the STEDI course (if non-certified), attend an orientation, complete the on-line Canvas course, and provide all requested documentation before being approved as a substitute teacher. The following background checks are performed. **The entire process can take up to 3 weeks to complete.**

• References (3 required with 2 favorable responses)
• Drug Screening
• Department of Children Services
• Fingerprinting
• Sex Offender
• Local Law Enforcement Divisions Background Check
• Abuse Center

## ***FREQUENTLY ASKED QUESTIONS***

### **HOW WILL I KNOW I HAVE BEEN ACCEPTED AS A SUBSTITUTE FOR KNOX COUNTY SCHOOLS?**

Once you submit complete documentation, all background information has been reviewed, and your application has been processed through our payroll and Aesop departments, you will receive a welcome letter from Aesop via e-mail. The welcome letter will be your official notification that you have been accepted as a substitute for Knox County Schools. The welcome letter will contain your log-in and password (PIN) credentials which allows you to begin accepting substitute jobs. A few days following the e-mail, you will receive additional information, including your substitute badge through the U.S. Mail. You may accept jobs without your substitute badge, **but you must let the school Aesop administrator know that you are a new substitute and have not received your badge.** The school Aesop administrator can verify your clearance and supply you with a temporary or guest badge. **Once you receive your official badge, please make certain that you wear it at all times when you are in the school building.**

### **WHOM DO I CONTACT WITH AESOP QUESTIONS?**

Lorin Bradley, Aesop Administrator, [lorin.bradley@knoxschools.org](mailto:lorin.bradley@knoxschools.org)

### **HOW DO I KNOW WHICH JOB I AM ACCEPTING IN AESOP?**

As a general guide, the most common job types are identified as either EA (Educational Assistant), SCH CLER (School Clerical), TCH (Teacher), or LIB (Librarian). If applicable, the job type is followed by the grade or grade level. ES/K-5 identifies Elementary School, MS/6-8 identifies Middle School, and HS/9-12 identifies High School. For example, TCH 1 represents a 1st grade teacher. Jobs types identified as SPD or SPED are in Special Education classrooms. For example, EA 6-8 SPED represents an Educational Assistant in a Middle School Special Education classroom.

### **HOW CAN I FIND OUT INFORMATION ABOUT THE SCHOOL WHERE I AM SUBSTITUTING?**

Visit [www.knoxschools.org](http://www.knoxschools.org). On the Home Page, choose the “Select A School” dropdown menu. There you will find the address, phone number, and other important information pertaining to the individual school.



## **WHAT IF I HAVE A TENNESSEE TEACHING CERTIFICATE?**

If you have a valid Tennessee Teaching License, please provide a copy. The copy will be placed in your file and your name will be on the Endorsed Teachers Substitute List. Substitutes holding a current Tennessee Teaching License, upon availability, may be assigned to a Supply Teaching Position that includes compensation at a higher rate.

## **HOW CAN MY NAME BE REMOVED FROM THE SUBSTITUTE LIST?**

- If you accept a full time position, or need to be removed from the substitute list for any reason, it will be your responsibility to notify Lorin Bradley at [lorin.bradley@knoxschools.org](mailto:lorin.bradley@knoxschools.org) in writing asking to be removed. You should mark your Aesop profile as unavailable until your account can be deactivated.
- If you have any discipline issues, you could be removed from the substitute list.
- If you do not work the required 10 days, you will be removed from the substitute list the following year.

## **WHAT IF I DO NOT WORK THE REQUIRED 10 DAYS?**

**Failure to work ten full school days the current school year will be considered a break in service as a substitute.** If you are removed from the substitute list for any reason, you must wait for one school year to reapply, at which time you will be asked to fulfill pre-employment prerequisites such as drug testing, fingerprinting, and also attend an orientation session.

## **WHAT DO I DO IF MY ASSIGNMENT IS CHANGED?**

Schools have the discretion to place you where there is the most need. If you arrive at a school and are reassigned, please be flexible and report where you are assigned.

## **WHERE CAN I ACCESS MY EMPLOYEE AND PAYCHECK INFORMATION?**

- **Munis Employee Self Service:**
  - Go to: <https://knoxschools.munisselfservice.com/>
  - Click "**Login**" in the top right corner
- **Username:**
  - **<First Initial> <Last Name> <Last 4 digits of SSN>**
  - *(no spaces, this is not case sensitive)*
- **Password:**
  - **Initially, this is Last 4 digits of SSN**
  - *(You will be directed to change your password on first login and your new password **WILL BE case sensitive**)*
- *Once you have successfully logged in, click on "**Employee Self Service**" on the right*
- *Under the "**Paychecks**" section, click on the check date to see the image.*

## **HOW DO I CHANGE MY NAME AND/OR ADDRESS?**

Please notify the Human Resources Department in writing in the event you have a change in name, telephone number, or address. The Change of Name or Address Form, HR-112, may be accessed through:

- [www.knoxschools.org/forms](http://www.knoxschools.org/forms) > Public Forms > Employees > Scroll down to [HR-112](#)
- A copy of Form HR-112 attached at the end of this handbook

A change of name request **must be accompanied with a copy of the employee's social security card with the "new" name.** You may:

- Fax the request to 865-594-3758 Attention: HR Department
- E-mail the form to [hr@knoxschools.org](mailto:hr@knoxschools.org).
- Mail the form to Post Office Box 2188, Knoxville, Tennessee 37901, HR Department, 15<sup>th</sup> Floor

# ***PERSONNEL & PAYROLL FILE REQUIREMENTS***

A personnel file is set up when the following forms are completed and the Human Resources Department has received all required information. The following forms are needed:

- Legible copy of Social Security Card
- Legible copy of Driver's License
- Automatic Deposit Request Form
- Voided check or letter from bank
- W-4 Form
- USCIS 1-9 Form
- Confidentiality Statement
- Acceptable Use of Audiovisual Works Agreement for Employees
- Acceptable Use of Electronic Media
- Agreement for Employees
- Proof of Education

**Employee's records, except medical records and college transcripts, are public records.**

## **PAYROLL**

Direct Deposit is mandatory. Payroll checks are automatically deposited into employees checking or saving accounts. The employee's check stub can be viewed at the Employee Self Service online site. Substitutes are paid on the 25th of each month (please refer to the payroll schedule in your packet). If your banking information changes, please complete a cancellation of deposit (**BO-136**) for your current bank. You will need to complete a "new" Authorization Agreement (**BO-141**) and attach a voided check or letter from the bank with the new information. These two forms may be accessed through:

- [www.knoxschools.org/forms](http://www.knoxschools.org/forms) > Public Forms > Employees > Scroll down to [BO-136](#)
- [www.knoxschools.org/forms](http://www.knoxschools.org/forms) > Public Forms > Employees > Scroll down to [BO-141](#)
- A copy of Forms BO-136 and BO-141 are attached at the end of this handbook

Please send these forms to the Compensation Department. W-2 forms are available online through Munis Employee Self Service.

## **PAYROLL-MANDATORY DEDUCTIONS**

- Social Security/Medicare
- Federal Withholding
- Garnishments (if appropriate)

# ***IN THE SCHOOL***

## **TYPICAL SCHOOL HOURS**

- Elementary 7:45 - 2:45
- Middle 8:30 - 3:30
- High 8:30 - 3:30

## **EXCEPTIONS TO SCHOOL HOURS**

You should always check Aesop for required reporting times. An online schedule of Knox County Schools start and dismiss times is available at <https://www.knoxschools.org/Page/5553>.

## **SUBSTITUTE WORK HOURS**

Substitutes are paid from 7:30 a.m. until 3:00 p.m. for elementary schools and from 8:15 a.m. until 3:45 p.m. for middle and high schools. As noted, special schools have slight variations to the schedules (see link above). You should always check the Aesop system for any changes to scheduling such as an early morning class that might begin earlier than regular starting time. When working in a special school, you should follow the schedule of that specific school. If you have questions about the work hours, please contact the school or e-mail the teacher. **Substitutes must stay the entire time and assist in other areas of the school, if needed.** When substitutes work in secondary (middle and high schools) where they have planning periods, the substitute should not expect to leave early if the planning period is at the end of the day. **Substitutes are paid for the entire day, not just for the classes they substitute in, therefore they are required to stay the entire day.** Substitutes should not leave campus for lunch or to run errands. If the substitute is needed in another area, from the request of the school administrator, and the substitute does not report, pay could be docked. Check with the schools substitute coordinator before leaving campus.

## **DISCIPLINE**

All discipline issues should be directed to the schools office. Substitutes should never discipline students. Never touch a student in an attempt to move or remove them from the classroom.

## **WHEN ARRIVING AT SCHOOL**

Report to the school office immediately upon arrival in the building for your assignment. Make yourself known to the secretary, principal or designated administrator so they can assist you in obtaining any needed information. Find out who you are responsible to and from which person you will receive your instructions. Substitutes should report at least 15 minutes prior to school starting and not leave until time indicated above.

## **IN THE CLASSROOM**

Whenever possible, arrive at your assigned area in advance of the students. This will give you the opportunity to become familiar with the physical set-up and locate materials necessary to carry out your assignment. Each building may have its own substitute guidelines to follow, but generally the following should be available to you:

- Seating Chart
- Copies of textbooks or other materials required for each class
- Detailed lesson plans (the lesson plans should indicate how assignments, papers and other materials should be handled.)
- List of students
- Keys (if applicable)

Introduce yourself to each new group that you come in contact with during the day. Write your name on the board and, if necessary, pronounce it for the students.

**Follow the lesson plans left by the regular teacher.** If there are no lesson plans, the building administrators, other teachers, and the students may help you formulate plans for the day. A "bag of tricks" containing brain teasers, math puzzles, educational games, creative writing and art activities, storybooks and other fillers can be a helpful tool to carry. The substitute teacher should only grade written work when asked to do so by the teacher or principal. Do not assign written work and leave it to be graded by the regular teacher. Do not remove mail or other articles from the regular teacher's mailbox without permission from the office. Obtain and become familiar with the bell and lunch schedule for each school in which you substitute. When you check in, ask the administrator if there are any special activities or changes for the day that you should be aware of.

You may be required to assume the regular duties of the absent teacher including routine tasks such as hall duty, lunch supervision, playground duty, bus duty, etc., in addition to your regular schedule if asked to do so. Ask the secretary when you arrive at the school if you are scheduled for any duties that day.

At the end of the day, leave notes for the teacher with a summary of your day. A copy of the substitute report is included at the end of this handbook.

## **EXPECTATIONS AND RESPONSIBILITIES OF THE SUBSTITUTE TEACHER**

Substitute teachers are selected and hired because they meet the educational and professional standards of the Knox County School System. They play a critical role in the education of students.

Professional behavior is expected in the implementation of all district policies and procedures. Substitute teachers are expected to maintain the same ethical standards as classroom teachers. Should problems or concerns arise on your job, discuss them with the building principal or the Human Resources Department.

No substitute teacher in elementary or secondary schools should ever release a student from class without specific authorization from the school office. Any parent or visitor to a building must report to the office and obtain an appropriate pass before visiting any classroom.

Listed below are some helpful hints. In addition to these areas, should any situation arise with which the substitute teacher is unfamiliar, the principal should be consulted.

## **COMMON AREAS TO AVOID**

- Speaking negatively of students and/or teachers to students, parents, or other staff members
- Undermining the student's trust in their teacher
- Divulging confidential information from school records
- Biasing the minds of students in accordance with your own preference
- Reporting pupil progress (student grades and formal parent conferences) unless directed by the principal
- Introducing new major units of work unless approved by the principal or teacher
- Sending or allowing students to go on errands outside the building
- Safeguarding objects of value which belong to students
- Controversial issues
- Classroom parties
- Leaving the classroom unsupervised at any time
- Taking photos of students
- Communicating with students via phone calls, texts, or social media

## **EMERGENCY INFORMATION**

An emergency folder/notebook will be in a visible location in every classroom. The information contained should include class rosters, drill procedures, and evacuation maps. Familiarize yourself with this information.

Things to Remember for Drills and Emergencies:

- Keep students off phones or electronics
- Please do not text about or post about emergency situations
- Try to keep everyone calm and quiet
- No running or pushing unless rapid evacuation called
- If you are calm, students will follow your lead

## **OUTSTANDING CHARACTERISTICS OF A COMPETENT SUBSTITUTE TEACHER**

### **CLASSROOM CHARACTERISTICS**

- Follows lesson plans
- Maintains discipline and a learning environment
- Is flexible, adaptable, and creative
- Cares about students, shows understanding for their age level
- Relates well with students
- Goes beyond the call of duty
- Teaching/learning goes on during the teacher's absence
- Written, detailed reports left for the teacher
- Leaves room in order at end of the day
- Cooperative attitude with the staff
- Knows and follows classroom rules
- Knows and follows school expectations
- Executes duties of teacher rather than placing responsibilities on student assistant

### **PERSONAL CHARACTERISTICS**

- Conscientious, dependable, reliable, responsible
- Enthusiastic, positive attitude
- Knowledgeable in subject matter
- Organized
- Friendly, pleasant personality
- Sense of humor, cheerful

### **PROFESSIONALISM**

- Prompt arrival
- Dresses appropriately

## **TIPS ON CLASSROOM MANAGEMENT**

As a substitute teacher, you have the prime responsibility to teach, as well as possible, what the regular teacher has outlined. The following suggestions will help you eliminate classroom management problems, establish good classroom routine, provide for an efficient learning situation, and establish mutual respect between teacher and students.

- Conduct yourself as the teacher and accept the role of a professional.
- Introduce yourself, write your name on the board, and wear a name tag.

- Be patient. It is natural for a class to test a substitute. You represent a change for them. Patience, understanding, firmness, and respect toward the students will diminish distrust.
- Expect Good Behavior. Students tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules!
- Be Fair and Consistent. Your success in classroom management will depend in a great extent on your degree of fairness and consistent treatment. Students must know what to expect of you and what you expect of them. Uncertainty is a breeder of misbehavior.
- Be Ready. Materials and plans for the day are a must. The regular teacher has left plans that you should follow. Go over these plans carefully to ensure that you know what you want the class to be doing during the day.
- Begin class on time to avoid restlessness and disinterest. If you should have to deviate from the teacher's plans, leave a note for the teacher explaining the reason for the change and what you did in its place.
- Make clear presentations and use effective teaching methods. What the students gain from the lesson will depend on how well you present it.
- Provide for student involvement in discussion, planning, questioning, and classroom activities. Be sure that directions are clear and supervision is provided.
- Leave Time. Especially on the secondary level when classes change each period, leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group.
- Use Common Sense. All the rules, regulations, guidelines, and directives in the world are no substitute for it.
- Keep your sense of humor!

# ***SPECIAL EDUCATION***

## **ADVICE FROM SPECIAL EDUCATION TEACHERS**

In some cases, you may be assigned to teach in a special education classroom where all of the students have been identified as having special needs. In other cases, you may be teaching in a regular classroom where there are particular students with identified special needs. Whichever is the case, here are some thoughts on how to facilitate the learning of these students.

- Respect is the key attitude for success with all children.
- These children may have a variety of learning challenges. Do not think first of their special needs, but think of them first as learners.
- All children respond to sincere encouragement, but do not overdo it. Be sensitive to the fact that learning is more difficult for these children than for many others.
- Depending on the grade level you are teaching, these students may have experienced years of school failure. Be aware of that as you respond to their needs and work to help them find success.
- If there are problems, do not single out a child in front of the class, but deal with him or her privately.
- Many children with special needs have Individualized Education Plans (IEPs). Consult these plans when available, as they provide structure for the student's learning. The teacher should have daily plans drawn from these IEPs.
- You often may be privy to confidential information about children with special needs. It is critical that all information you obtain about children during your teaching day remains confidential. Depending on the grade level, the students may feel self-conscious that you know they have learning challenges, which can set up defensiveness on their part.
- During your teaching day, you may need to locate yourself in close proximity to these children to offer assistance and help them stay focused. A gentle reminder will oftentimes suffice for them. An instructional assistant or aide may be in the classroom. Such a person can be of tremendous help because they have a history with the children and are aware of routines, personalities, and other important background information.
- Do not hesitate to ask for assistance from the principal or another teacher if you have concerns or questions during the day.
- Carefully note the daily schedules for the special needs children, as they often have support personnel (language or hearing specialists) come into the classroom. At other times, they may leave the classroom to attend regular or special classes.
- There may be teaching equipment or machines in these classes. Check with the instructional assistant, the principal, or another teacher before using these items.
- Sometimes children are allowed to use certain learning aids to assist them with their work. The regular teacher will leave information instructing you as to which students may use the aids, and under what circumstances. If questions arise concerning use of learning aids, please check with the Educational Assistant or Special Education department chair.
- In some special education classes, behavior reports go home daily to parents that record the behavior of their child throughout the day. Become as familiar as possible with the system, or ask the assistant to focus on giving the feedback for the particular student(s) for the day.
- In class discussions, if a student responds with an incorrect answer, provide clues or follow-up questions to help him or her think of the correct answer. Look for ways to praise students for their thinking and behavior as well as correct answers.
- Present short and varied instructional tasks planned with students' success in mind.



## TERMS

- **Accommodations:** A change in how a student with a disability participates in the educational program. May include a change in the assignment, how the student responds to the assignment, or how the instruction is presented.
- **Adaptive behavior:** Includes the age-appropriate behaviors necessary for people to live independently and to function safely and appropriately in daily life
- **Assistive technology (AT) device:** A device that includes any item, piece of equipment, or product system that is used to increase, maintain, or improve the functioning of individuals with disabilities.
- **Autism:** A developmental disability, which significantly affects verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experience.
- **Behavior intervention plan (BIP):** A plan that includes positive strategies, program modifications, and supplementary aids and supports that address a student's problem behaviors and allows the child to be educated in the Least Restrictive Environment (LRE).
- **Fine motor:** The skilled use of one's hands. It is the ability to move the hands and fingers in a smooth, precise and controlled manner.
- **Individualized Education Plan (IEP):** A written statement for a child with a disability that is developed, reviewed, and revised in accordance with Sec. 300.320 through 300.324.
- **Individuals with Disabilities Education Act (IDEA):** A federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.
- **Least Restrictive Environment (LRE)** refers to a related set of requirements aimed at providing individuals with disabilities: the greatest interaction with children, youth and adults without disabilities; the appropriate education; and the special assistance needed for success in the general education setting
- **Limited English proficient (LEP):** A student who is not fully English proficient, speaks a language other than English at home, and does not demonstrate English language skills of comprehension, speaking, reading, and writing at a level of proficiency.
- **Modifications:** Changes made in the educational program that allow a student with a disability to attain measurable goals, be involved in and make progress in the general education curriculum, and be educated with other children with disability and without disability (20 U.S.C. 1414 & 614 (d)(1)(a)(i) (IV)).

Source: [https://www.tn.gov/content/dam/tn/education/special-education/sped\\_framework.pdf](https://www.tn.gov/content/dam/tn/education/special-education/sped_framework.pdf)



## PUBLIC NOTICE

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The Knox County School System affirms that it will comply with Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Title II of the Genetic Information Nondiscrimination Act of 2008, Title VI and Title VII of the Civil Rights Act of 1964, and Age Discrimination Act in Employment Act of 1967.

No person shall, on the ground of race, color, national origin, sex, genetics, religion, age, disability or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or be subjected to discrimination in employment opportunities or benefits.

Anyone who believes that Knox County School System has discriminated against them or another individual may file a complaint. Knox County Schools has designated the following people to handle such grievances to comply with the law. Student complaints of discrimination on the basis of disability, sex, race, color, religion, national origin, age, genetics or veteran status should be directed to

Jennifer Hemmelgarn, Title VI, Title IX and ADA and OCR Coordinator,  
Andrew Johnson Building, 15<sup>th</sup> Floor  
Telephone (865) 594-1903

and/or

Title VI Coordinator  
Tennessee Department of Education  
(615) 253-1550

and/or

The Office for Civil Rights  
U.S. Department of Education P.O. Box 2048, 04-3010  
Atlanta, Georgia 30301-2048

## NONDISCRIMINATION

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Knox County Schools does not discriminate on the basis of race, sex, color, religion, national origin, age or veteran status in the educational programs and activities it operates, pursuant to Title IX of the Educational Amendment of 1972; Public Law 92-318, Section 504 of the Rehabilitation Act of 1973; Public Law 92-112; Title VI of the Civil Rights Act of 1964.

The following person has been designated to handle inquiries regarding the non-discrimination policies:  
Jennifer Hemmelgarn, Title VI, Title IX and ADA and OCR Coordinator,  
15<sup>th</sup> Floor of the Andrew Johnson Building,  
Telephone (865) 594-1903

For further information on notice of nondiscrimination, visit <https://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.



## HUMAN RESOURCES

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### *Instruction*

## SUBSTITUTE

## ***JOB SUMMARY***

Substitutes are those who fill temporary vacancies created when teachers, teaching assistants or secretaries are absent or on leave from the workplace. All substitutes shall be employed and paid by the Board.

### ***QUALIFICATIONS***

- High School Diploma (or GED)
- Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable

### ***ESSENTIAL DUTIES/JOB FUNCTIONS***

- Report to Principal/Supervisor
- Substitute teachers with a valid teaching license will be indicated on the substitute list. For planned absences, a substitute with a teacher's certificate shall be selected from the preferred list if possible. Each principal shall be provided names of all approved substitute teachers
- All educational assistants, secretaries and clerks are approved substitute teachers for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to arrive on time or remain for the full day
- All Substitutes shall be responsible for providing correct addresses and phone numbers and for notifying the Human Resources Department in writing if they wish to terminate their service as substitutes
- When a teacher is unable to meet classes for any reason, the following procedures shall be observed:
  1. The teacher shall notify the principal as soon as possible
  2. The principal or designee shall secure a qualified substitute teacher as soon as possible
  3. The regular teacher shall notify the principal the day before intending to return to the classroom; upon receipt of notice the principal shall notify the substitute teacher
- Substitute teachers shall assume the same responsibilities and have the same authority as the regular teacher, including bus duty and playground supervision.
- When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a substitute teacher must possess a teaching certificate with endorsement in the discipline(s) to be taught. This type of substitute shall be certified and paid according to the state salary schedule.
- Employees drawing TCRS retirement may substitute one hundred and twenty (120) days per calendar year without loss of state retirement benefits. They must be retired for 60 days before they return to work.
- Such substitutes shall receive the proportionate equivalent salary regular substitute teachers would receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay for both positions at the same time.
- In order to make the work of the substitute teacher as satisfactory as possible, the regular teacher shall make available:
  1. Daily schedule (academic and supervisory)
  2. Class rolls
  3. Lesson plans and other information for the day's activities. In case of emergency when plans are not provided, the principal should be made aware of the situation. The substitute will be provided with lesson plans for the day.
- All substitute teachers will be given a copy of the local school's guidelines on the first day they substitute in the school. These guidelines shall contain, but shall not be limited to:
  1. Attendance procedures
  2. Lunchroom schedule and procedures
  3. Procedures for supervising student behavior
  4. Names and assignments of regular staff members
  5. Emergency evacuation procedures
  6. Other helpful information particular to the local school
- The Superintendent or designee, with input from the principals, shall determine which substitute teachers performed at an acceptable level. Substitute teachers who performed below an acceptable level shall not be recommended for continuing service.
- Establish and maintain satisfactory, respectful working relationships within the school environment
- Perform other duties as assigned

# *2019-2020 KNOX COUNTY SCHOOLS CALENDAR*

July 29 (Monday)	First Day for Teachers – In-service (Building)
July 30 (Tuesday)	In-service Day (PreK-12 System-wide)
July 31 (Wednesday)	Administrative Day (Teacher Work Day)
August 1 (Thursday)	Administrative Day (Teacher Work Day)
August 2 (Friday)	In-service (1/2 day--School-based); Administrative Day (1/2 day--Teacher Work Day)
August 5 (Monday)	First Day for Students (1/2 day for students)
August 27 (Tuesday)	In-service (Building) (Student Holiday)
September 2 (Monday)	Labor Day – Holiday
September 5 (Thursday)	End 4½-weeks Grading Period
September 17 (Tuesday)	Constitution Day (Students in school)
October 4 (Friday)	End First 9-weeks Grading Period (43 days)
October 7-11 (Monday-Friday)	Fall Break
November 5 (Tuesday)	In-service Day (PreK-12 System-wide) (Student Holiday)
November 14 (Thursday)	End 4½-weeks Grading Period
November 27-29 (Wednesday-Friday)	Thanksgiving Holidays
December 20 (Friday)	1/2 day for students - End Second 9-weeks Grading Period (46 days) - End First Semester
December 23 – January 3 (10 days)	Winter Holidays
January 6 (Monday)	In-service Day (1/2 day--School-based); Administrative Day (1/2 day--Teacher Work Day); (Student Holiday)
January 7 (Tuesday)	First Day for Students after Winter Holidays
January 20 (Monday)	Martin Luther King, Jr. Day – Holiday
February 7 (Friday)	End 4½-weeks Grading Period
February 17 (Monday)	In-service Day (PreK-12 System-wide) (Student Holiday)
March 3 (Tuesday)	Holiday
March 13 (Friday)	End First 9-weeks Grading Period (Third 9-weeks Grading Period) (46 days)
March 16-20 (Monday-Friday)	Spring Break
April 10 (Friday)	Holiday
April 13 (Monday)	Holiday
April 22 (Wednesday)	End 4½-weeks Grading Period
May 21 (Thursday)	Last Day for Students (1/2 day for students) - End Second 9-weeks Grading Period (Fourth 9-weeks Grading Period) (42 days) - End Second Semester (88 days)
May 22 (Friday)	Administrative Day (Teacher Work Day) – Last Day for Teachers

### **Calendar Summary**

177 Instructional Days (excludes days earned through extended hours)  
 4 Scheduled Administrative Days 2 Unscheduled In-service Days  
 1 Unscheduled Parent-Teacher Contact Hours (formerly Teacher-Parent Conference Day)  
 6 Scheduled In-service Days  
10 Vacation Days  
 200 Days Total

Under this calendar the Knox County Schools may cancel up to ten (10) instructional days due to inclement weather before any makeup days will be required.



KNOX COUNTY SCHOOLS

EMPLOYEE NAME & ADDRESS CHANGE FORM

Social Security Number: \_\_\_\_\_

Employee Number: \_\_\_\_\_

Current Name as it appears on your payroll check: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_

New Name: \_\_\_\_\_

New Address: \_\_\_\_\_

New Phone Number: Please login to the KCS Employee Self Service website to update your phone number.

The State of Tennessee Local Education Health Insurance Plan requires that Knox County Schools list the reason for the above changes on their computer system.

Are the changes due to:      Marriage       Divorce       Other

Please contact the Employee Benefits Office at 594-1686 if you need to drop or add dependents, due to marriage or divorce, on your health or dental insurance plan. You may also get Change of Beneficiary forms for both life insurance and retirement from the Employee Benefits Office. **If you are a certified teacher and you have changed your name, you must also update your name on your TN teaching license in TNCompass.**

**Please note: A copy of your social security card, on which the Social Security Administration has imprinted your new name, must be attached to request a name change.**

<b>AUTHORIZATION</b>	
I hereby authorize the information in my file to be changed as indicated above.	
Employee Signature	Date
<b>No changes will be made without your signature in the authorization section of this form.</b>	

Please send the completed form and attachments to:

Knox County Schools  
Human Resources Department  
P.O. Box 2188  
Knoxville, TN 37901-2188 or Fax: 594-3758

KNOX COUNTY SCHOOLS

CANCELLATION NOTIFICATION FOR AUTOMATIC DEPOSIT

Date: \_\_\_\_\_ Effective Date: \_\_\_\_\_

1. Bank Name: \_\_\_\_\_

2. Bank Routing Number: \_\_\_\_\_ 3. Account Number: \_\_\_\_\_

4. Name: \_\_\_\_\_ 5. Soc. Sec. # or Emp. #: \_\_\_\_\_

6. Date: \_\_\_\_\_ 7. Signed: \_\_\_\_\_

Original – Compensation Dept  
BO-136 (4/10)

ATTACH VOIDED CHECK OR SAVINGS LETTER HERE.

KNOX COUNTY SCHOOLS

## AUTHORIZATION AGREEMENT FOR AUTOMATIC DEPOSITS (CREDIT)

### INSTRUCTIONS FOR COMPLETION OF FORM BELOW LINE

1. Enter your bank name
2. Enter Bank Routing Number – This is found in the micr encoded numbers in the lower left corner of your check  
Example 274271390
3. Enter your bank account number  
You may deposit to a checking account by attaching a voided check or to a savings account by attaching a letter on the financial institution letterhead signed by an official of the institution. Either the check or letter must include the encoded routing number and the encoded account number.
- 4-5. Enter your name and social security number
- 6-7. Enter date and base school
8. Sign your name

### DO NOT DETACH

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1. BANK NAME: \_\_\_\_\_

2. BANK ROUTING NUMBER: \_\_\_\_\_ 3. ACCOUNT NUMBER: \_\_\_\_\_

PLEASE MARK ONE BOX:  CHECKING  SAVINGS

I hereby authorize Knox County Schools to deposit my net pay automatically into my account at the financial institution indicated above. I also understand that in the event of an overpayment or erroneous deposit, that between transmittal but prior to that specific pay date that it involves the total check amount may be retrieved from the bank in order that the correction may be made.

### PLEASE PRINT

4. NAME: \_\_\_\_\_ 5. SOC. SEC. # or EMP. #: \_\_\_\_\_

6. DATE: \_\_\_\_\_ 7. BASE SCHOOL: \_\_\_\_\_

8. SIGNATURE: \_\_\_\_\_

Original – Compensation Dept  
BC-141 (4/10)

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# *A NOTE FROM THE SUBSTITUTE*

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

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

**DATE:** \_\_\_\_\_ **GRADE/CLASS:** \_\_\_\_\_

**STUDENTS WHO WERE ABSENT:**

_____	_____	_____
_____	_____	_____

**STUDENTS WHO WERE HELPFUL:**

_____	_____	_____
_____	_____	_____

**OVERVIEW OF THE DAY:**

_____
_____
_____
_____

**ADDITIONAL COMMENTS:**

_____
_____
_____



# ***CLASSROOM MANAGEMENT RESOURCES***

The resources listed below are just a few ideas to assist with classroom management. They may be used in conjunction with the lesson plan but should not replace the lesson plan provided by the classroom teacher.

## **STARTER ACTIVITIES**

Use starter activities to allow students to work individually as they enter class. This will give you time to take attendance and preview the lesson plan.

- 10 –Word Tweet
- All About Me (Have students draw or write an introduction of themselves)
- Starter Questions (Write one of the “Would You Rather” questions on the board and have students write or draw their answer)

## **FILLERS**

Use filler activities when ALL students have completed their assignments and you have extra minutes at the end of class. Ask the following questions and allow students to respond.

### ***Would You Rather...***

- Would you rather be the author of a popular book or a musician in a band who released a popular album? Why?
- Would you rather live in a place with a lot of trees or live in a place near the ocean? Why?
- Would you rather have a magic carpet that flies or a see-through submarine? Why?
- Would you rather visit the international space station for a week or stay in an underwater hotel for a week? Why?
- Would you rather be a wizard or a superhero? Why?
- Would you rather be able to jump as far as a kangaroo or hold your breath as long as a whale? Why?
- Would you rather be incredibly funny or incredibly smart? Why
- Would you rather it be warm and raining or cold and snowing today? Why
- Would you rather do school work as a group or by yourself? Why

<https://conversationstartersworld.com/would-you-rather-questions-for-kids/>

## **EARLY-FINISHER ACTIVITIES**

Use these activities when individual students finish early.

- Read on their own
- Write a thank you letter/story
- Work on assignments for another class
- Draw on their own/coloring sheets (<https://www.crayola.com/featured/free-coloring-pages/>)
- Word Searches (<https://thewordsearch.com/printable/>)
- Sudoku (<https://www.puzzles.ca/sudoku/>)

## STRATEGIES TO KEEP STUDENTS ON TASK

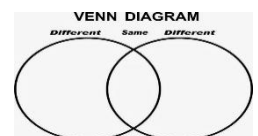
### **Q & A**

- Call on volunteers to answer questions
- Call on individual students to answer questions using the class roster
- Call on students within number groups (typically 1-4 based on the number of students in the class)
- Allow students to collaborate with their shoulder partner (sitting side by side) or face partner (sitting face to face) before answering
- Allow students to collaborate with their table groups before answering
- Think/Write/Pair/Share
  - **Step One:** Think. The teacher asks a question and allows a few seconds for the students to process an answer.
  - **Step Two:** Write. Students write down their answers.
  - **Step Three:** Pair. Students turn to a neighbor and briefly discuss their answers.
  - **Step Four:** Share. The teacher calls on a few students to share their answers. The teacher then conducts a brief class discussion.
- Warm/Cool Feedback – Ask students to give feedback on Q & A responses. When students comment on the positive aspects of a peer's answer, they are said to be giving warm feedback, and when they identify areas that need improvement, they are providing cool feedback.

### **Engagement/Graphic Organizers**

- Jot Thoughts - Students jot down their thoughts or responses to be shared later (works well with videos, reading assignments, and as a wrap-up activity).
- Popcorn Share – Students spontaneously share what they wrote in Jot Thoughts.
- Timer – Display on-line timer (<https://www.online-stopwatch.com>)
- 3-2-1- Students write down 3 things they learned, 2 things that most surprised them, and 1 question they still have.
- K/W/L Chart – Students write down what they KNOW prior to the lesson, what they WANT to know, and finally, what they LEARNED.
- Venn Diagram – Students draw 2 overlapping circles for similarities & differences.

K/W/L CHART		
K	W	L
What I Know	What I Want to Know	What I Learned



**SUBSTITUTE KIT SUGGESTIONS (You will build this over time)**

Substitute Teacher Report

Name Tags

Printed copy of classroom expectations

Age-appropriate books (for elementary school)

Pencils

Crayons

Post-It Notes

Scissors

Glue Sticks

Band-Aids

Disposable gloves

Baggies

Hand Sanitizer