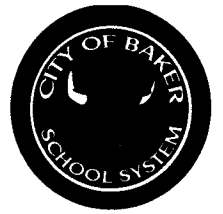


OFFICE OF HUMAN RESOURCES
City of Baker School System
Mr. Ulysses Joseph, Superintendent



Post Office Box 680, Baker, Louisiana 70704-0680
Phone (225) 774-5795, Fax (225) 774-5796
www.bakerschools.org

SUBSTITUTE TEACHER HANDBOOK

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Key District Personnel

Mr. Ulysses Joseph
Superintendent

Ms. Iris Walker
Director of Elementary Education

DeEtte Perry, Ed.D.
Director of Secondary Education

Ms. Sidney Stewart
Business Manager/Director of Support

Mr. David W. Grisby
Supervisor, Office of Human Resources

Ms. Barbara (Jan) Ballard
Manager, Transportation

Mr. Henry Belin
Manager, Child Nutrition

Mr. Everett Parker
Supervisor, Technology



CITY OF BAKER SCHOOL SYSTEM

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www.bakerschools.org

Welcome

Board Members
Elaine Davis
District 1
Dana Carpenter, Ph.D.
District 2
Troy Watson
District 3
Shona Boxie
District 4
Doris Alexander
District 5

The staff of the Office of Human Resources joins the Superintendent in welcoming you to the noble and challenging teaching profession. You are a vital part of our district and we value the contributions you make. It is your involvement and availability that enable our educational programs to continue.

This Handbook has been prepared for you to provide the guidance necessary for program continuity and coordination with the teacher-of-record assignments.

If we can be of assistance, please call the Office of Human Resources at 225-330-6735.

We appreciate your service to our District and to our students.

SCHOOL DIRECTORY

Baker Heights

3750 Harding St.

Ms. Lakesha Reese-Penn

7:50 a.m. – 3:50 p.m.

Bakerfield

2550 South St.

Mr. Jerry Payne

7:45 a.m. – 3:45 p.m.

Park Ridge

5905 Groom Rd.

Ms. Tammy Armand-Golden

7:25 a.m. – 3:00 p.m.

Baker Middle

5903 Groom Rd.

Ms. Mary McManus

7:00 a.m. – 3:00 p.m.

Baker High

3200 Groom Rd.

Ms. Traci Morgan

7:00 a.m. – 2:15 p.m.

Alternative School

3200 Groom Rd.

Mr. Roosevelt Peters

7:45 a.m. – 3:30

EMPLOYMENT OF SUBSTITUTE TEACHERS

The City of Baker School Board shall require the compilation of a list of qualified individuals to serve as day-by-day substitute teachers within the school system. The Superintendent or his/her designee shall prepare the list assuring that all those listed possess appropriate employment criteria.

Retired teachers may be employed as substitute teachers provided that use of retired teachers as substitutes is in accordance with the rules and regulations established by the Teacher's Retirement System of Louisiana (TRSL) and pertinent statutory provisions.

Qualified teachers may be selected to substitute for teachers who need to be absent for an extended period of time. Provisions shall be made for the hiring of, or contracting with applicable substitute teachers in these instances, as developed by the Superintendent and staff.

Once a substitute is confirmed, the teacher shall contact the principal or his/her designee and inform him/her of the name of the substitute that will be reporting to the school during his/her absence.

It shall be the responsibility of the principal or his/her designee and the regular teacher to ensure that the substitute teacher has the necessary materials and instructions to teach effectively, including textbooks, lesson plans, class list, schedules and local school procedures.

REVIEWING AND CANCELING JOBS

Substitutes may review jobs that they have already accepted by either calling the Aesop system (1-800-942-3787) or logging on through the website (www.aesoponline.com). If they are in doubt about a date, location or person for whom they are substituting, they should review the job. **Substitutes are strongly discouraged from canceling a job.** If there is an emergency situation and you need to cancel, please contact the school site and the Office of Human Resources at 225-330-6735 as soon as possible.

Substitutes are contacted between 5:00 p.m. and 9:00 p.m. for advanced or next day requests and from 5:00 a.m. to 1:00 p.m. for same day placements. Either Aesop or the school administration personnel will call with job offers. In addition, substitutes may go on-line at www.frontlineplacement.com or call the Aesop system at 1-800-942-3767 at any time to "job shop".

RESPONSIBILITIES

Ethical Behavior:

Substitute teachers have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties. **Cell phone usage, including calls, texting, or internet usage is prohibited during times of student instruction**

Before class:

- All substitutes should arrive at the school 15 to 20 minutes before the start of the first class so all “before-class” responsibilities can be completed. Substitutes shall remain at school until 10 minutes after student dismissal.
- Report to the Principal’s office to sign in and, if asked to do so, present a picture ID
- Review the daily plans, class schedules and seating chart(s) which are left on the teacher’s desk or in the school office in a folder labeled **SUBSTITUTE TEACHER**. Determine as early as possible if lesson plans call for materials such as films, records, etc.

During Class:

- Check attendance first so you can send the attendance report to the office promptly. Because each school does this differently, ask the Principal about the proper reporting procedure the first time you substitute at a particular school.
- Briefly observe students for signs of illness or suspected illness. If you conclude a student to be ill, send the student to the office.
- Follow the teacher’s written plans unless there is a compelling reason not to. If you feel it is necessary to make any changes in the prepared lesson plan, be sure to leave notes for the teacher-of-record about the change you made, including an explanation about why the changes were necessary. The substitute teacher should not assign written work and leave it to be graded, except at the request of the classroom teacher. Nor should the classroom teacher expect the substitute to grade papers not assigned in the lesson plans. Extreme caution should be used when substitute teachers are asked to grade papers, as this may impact students’ permanent grades.

After class: (these tasks can and should be accomplished during planning and/or other free time)

- Check all student work completed during the day, label and organize the work for the teacher-of-record inspection, and provide a summary of the day’s activities for him/her.
- Leave notes for the teacher describing what occurred during the day.
- Complete a substitute report if the school requires it. (Check with the school office about this).
- **REPORT TO THE MAIN OFFICE BEFORE LEAVING AT THE END OF THE DAY.** The school office will be able to tell you if they have requested you for the following day. If such a request has been made through Aesop, you will receive a call unless the assignment has been pre-arranged with the substitute and the school. If the school has not requested you for subsequent day(s), you will automatically be eligible for other assignments.

Leaving the Campus

- The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day should the substitute leave campus unless authorized to do so. Substitute teachers should not leave the campus at the end of the school day unless they have cleared their departure with administrative or office staff.

Other Duties as Assigned

Occasionally, a substitute teacher may be asked to perform duties in addition to those of a substitute teacher. Also, a substitute may be asked to teach in a classroom other than the one he/she had agreed to teach when he/she accepted the assignment through Aesop. In both cases, the substitute is expected to demonstrate **flexibility** and **cooperation** with the school administration to meet the instructional and safety needs of the students.

Supplies, Materials and Equipment

Teacher materials and supplies should not be used unless the lesson plans authorize their use. Any materials and equipment borrowed should be returned to the proper person before substitutes leave campus. At the end of the day, the teachers' room and equipment should be left as found. The desk, files and other storage areas should be regarded with respect.

Keep Track of Your Assignments

We encourage you to keep a record of your assignments and pertinent information concerning them. It is also highly recommended that you access the Aesop system on a regular basis (suggested at the start of each week) to verify all assignments that you have accepted.

Remaining on Our Active List

The District strives to maintain an adequate number of qualified substitutes for service. To accomplish this, we depend on substitutes being available for assignments.

Placements are made on the basis of school requests and tenure as a substitute with the City of Baker School System and your preferences and availability.

To remain on our active list in subsequent years, you will be asked to complete and return to the Office of Human Resources a Letter of Reasonable Assurance which is mailed out near the end of each school year for the upcoming year.

Substitute teachers are at-will employees and may be removed from our Active Substitute List at any time and for any reason and without notice.

SUBSTITUTE PAY

All employees of the City of Baker School System are paid on the 5th and 20th of each month. Timesheets **MUST** be completed by each substitute. Pay for substitutes shall be at the rates set by the Board. Substitutes **are not** eligible for insurance or retirement benefits, holiday pay and do not accrue vacation or sick leave during the period they are employed as substitutes.

Compensation

Substitute teacher must have a four year college degree
Daily Rate (7 hours) \$85.00 per day

If substituting for 21 – 45 **consecutive days for the same teacher:**
Daily Rate (7 hours) \$120.00 per day

All Long term substitute teachers require a four year college degree and **PRIOR** approval from the Office of Human Resources.

Hours

Substitutes will be booked and compensated in full day increments. On early release days, check with the school office for suitable work and remain at school until 30 minutes following the regular student dismissal time.

If your classroom responsibilities are completed before the end of your full day assignment, report to the school office and ask for other suitable work assignments for the remainder of the work day helping in any of the following areas:

- Correcting papers
- Supervising study halls
- Tutoring
- Recess duty
- Hall supervision
- Paraprofessional duties
- Any other duties normally assigned to teachers

If a substitute teacher is called and arrives at the site before 11:00 a.m. (after the start of school), the substitute teacher shall be compensated for the full day. If a substitute teacher reports to work at 11:00 or later, the substitute teacher shall be compensated for one-half (1/2) day or 3-1/2 hours.

A substitute teacher who is called in error for an assignment, for whom suitable work is not available at the site, and who is not subsequently assigned to another site, will receive one-half (1/2) day's compensation. "Called in error" means that the substitute arrives at school and finds s/he is no longer needed for the initial request. Remain at school while the school office calls the Office of Human Resources to determine reassignment options.

The Principal has the right to remove a substitute from an assignment for any logical reason at any time.

CLASSROOM MANAGEMENT

Substitute teachers are expected to model and reinforce the expectations of the classroom teacher. Classroom rules are posted in most classrooms and, except for the first few days of class, all students know what the rules of behavior are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

TIPS ON CLASSROOM MANAGEMENT

1. Write your name on the chalkboard/smartboard and pronounce it for the students so they can use it when addressing you.
2. Begin the day firmly. Students need to sense that you can and will control the situation. Once they know that, you can use humor and enthusiasm without risking that the class will get out of control.
3. Learn and use students' names as quickly as possible; relate to them as individuals.
4. Be positive. Try to provide as many students as possible with opportunities to succeed and to receive praise for succeeding.
5. Keep students on task and keep activities moving. Use the lesson plan and have a game or activity in mind to make the day special.
6. Try to involve students who appear disinterested. Try to find ways to motivate them. Should a student refuse to become involved, however, do not force the issue. Let him/her observe quietly.
7. Go to students' desk when they need help. This will help minimize confusion and needless commotion.
8. Encourage students to help or express their opinions or advice in a constructive way. This will help keep them interested and motivated.
9. **AND REMEMBER...substitute teaching demands flexibility!**

DISCIPLINE

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom using acceptable behavior management strategies. However, sometimes even the most effective classroom management strategies will fail and individuals or groups of students may need to modify their behavior to resume effective teaching. Substitutes must never administer corporal punishment, physically discipline a student in any way, or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is prohibited. Sarcasm is ineffective in the classroom and should not be used with students. Only when all reasonable efforts to maintain order have failed should the substitute refer students to school administrators by completing a discipline slip or note explaining the circumstances.

TIPS ON CLASSROOM MANAGEMENT...for Middle School Students

1. **Don't take the bait!** Students at this age are savvy at trying to take the class off task. Acknowledge the comment or behavior and redirect the class back to the task at hand. Do your best not to react emotionally to distractions.
2. **Dress the part.** As a substitute teacher you will be on stage all day long, especially at the secondary level. Be mindful of what you wear and the signal that it sends to students. We recommend "business casual". There is no need to wear a suit, but if you show up dressed in sweats students may think that you are not serious about your work.
3. **Everyone (even adolescents) loves predictability.** At the beginning of the period tell students what to expect from the day. Laying out a road map will help them feel more comfortable about where you are going and give some structure to the day. Tell them how you would like them to behave and what you would like to accomplish together.
4. **De-personalize.** The strength of every 13 year-old is his/her ability to bring you right back to feeling like a 13 year-old yourself. If someone makes a comment about your clothes or appearance do your best not to let it rattle your confidence. Acknowledge the comment and redirect the student back to the task at hand.
5. **Don't embarrass them.** Students at this age have a constant "imaginary audience" and always feel like they are on stage and everyone is looking at them. If they are embarrassed they think everyone noticed and feel compelled to respond. It is tempting to shame students into completing their work. Pride is very important during adolescence and the minute you embarrass a student you have escalated the situation and lost that student for the day.
6. **Hands off.** At this age the slightest touch can dramatically escalate a situation. Keep your hands off and if you are faced with a situation you can't handle seek help from the school office staff or the neighboring teacher. Never leave the students unattended. Send a student for help.
7. **Orderly environment.** Students respond to the physical environment around them. If you walk into a new classroom and notice the space is particularly disorderly, it is absolutely worth taking the time to do a little straightening. It will go a long way. Be careful not to disturb the teacher's materials, stick to things like straightening the rows of desks.
8. **Focus on the positive.** Even if you are shaking in your boots, put on a big smile and greet students with a positive tone. It will disarm most students and set the tone for a smooth day. Students of all ages feed on positive attention, but adolescents don't receive a lot of praise. In your introduction tell students that you love working with students their age or that you particularly like their school.

UNATTENDED CLASSROOM

The substitute teacher should never leave the students unattended. Even if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and handling of the situation. If the substitute needs to leave the classroom for personal reasons, he/she must contact the office immediately and seek assistance from a neighboring teacher, school security officer or administrator.

FIRM, FAIR and CONSISTENT

Most literature on substitute teaching indicates that in order to be successful in the treatment of students the substitute needs to treat them in a **firm, fair and consistent** manner. Fairness and consistency are key issues with students, especially in the middle school. The substitute must not “play favorites” when dealing with student behavior or performance.

KEY DISTRICT POLICIES

Student Conduct and Discipline:

Schools must be places where effective learning can occur. They must maintain standards of conduct and discipline because students and school personnel have a right to a safe and orderly learning environment. Therefore, students are prohibited from engaging in behaviors that are life or health threatening, or which impede the orderly operation of the classroom or school.

A variety of disciplinary actions may be taken by the substitute teacher for any misconduct that occurs while she/he is substituting.

Examples of Conduct that Impede the Orderly Operation of the Classroom:

- Acting in a disorderly manner that disrupts the learning process
- Cheating
- Dressing in a manner that disrupts teaching and learning
- Forging another's name or altering times, dates, grades, passes, permits
- Gambling
- Littering
- Weapons
- Possession of any non-educationally related item that could disrupt the educational process (e.g. radio). Such items should be left in, or returned to, the student's locker (if applicable).
- Smoking on or near school property
- Tardiness
- Throwing objects
- Using profane or obscene language/gestures
- Verbal abuse

CLOSING COMMENTS

Thank you for choosing one of the most challenging jobs in education. Most teachers will tell you that, while they could not do their jobs without you, they would not trade with you for a day!

In many ways the job of a substitute is much more difficult than that of the classroom teacher. However, your job can be very rewarding as well. You will have the opportunity to meet and work with hundreds of children. Yours will be a rich and rewarding experience. Remember that everyone wants you to succeed in your endeavors as a substitute teacher. We hope that this Handbook will assist you in your successes as well.

Welcome to the City of Baker School System!

My Favorite Trick: The Substitute Teacher Bag (Advice from a Retired Educator)

At root most educators are bag people. Go to any gathering of educators and you will see it. Almost everyone is lugging around a bag. You will find the bag stuffed with things like student work, an interesting article we hope to find time to read, a class set of worksheets just in case and random art supplies. I invite you to join the club and create your own educator bag of tricks.

Below is a list of things you might want to have in your bag:

<u>Item:</u>	<u>Why you might want it:</u>
Markers	Nothing is worse than arriving at a classroom and not being able to find the markers. Show up prepared...it will save you a lot of stressful scrambling.
Pencils	Students love to use the excuse of no pencil to get out of doing their work.
Glue	Just in case. You never know when this one will come in handy.
Paperclips	These can come in handy to clip together class sets of worksheets.
Scratch paper	Students frequently ask for a piece of paper and if you are unfamiliar with the classroom you might not know where to look for one. Paper can also come in handy if you need to improvise activities.
Worksheets	It is handy to bring a back-up activity in case you finish a lesson early or have no lesson plans. Avoid potential problems with the copier by bringing a class set of worksheets in plastic sheet protectors and having students put answers/responses on blank paper. That way you can collect the worksheets at the end of the period and be prepared for your next assignment. There are many activity sheets for students at different grade levels available on the internet – just Google it!