



2018-2019

## Substitute Teacher Handbook

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Skokie, IL 60077  
847-675-7666

[www.aesoponline.com](http://www.aesoponline.com)

AESOP by phone  
800-942-3767

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## **WELCOME**

Welcome to School District 69! High-quality substitute teachers are critical for the continuation of the learning process when our classroom teachers are absent. Whether substitute teachers are giving direct instruction to students, monitoring students, or assisting staff, they create an atmosphere that allows students to be purposeful and productive.

District 69 Schools are student-centered. Being student-centered means we are responsible for student learning by knowing students well, valuing every child, and placing students at the center of every decision.

This packet of information presents general information about the substitute teaching experience and our expectations. Individual schools and classrooms may provide you with additional information. Please be sure to ask questions and learn more about our schools as you work with us. We appreciate the contributions of our substitute teachers and our staff works to foster your success in our schools.

## **District Expectations**

Substitute teachers play a key role in continuing educational programs in the absence of the classroom teachers. They have the responsibility to provide a safe and appropriate learning environment, as well as continue the academic program.

Having coverage for all substitute assignments is critical for the success of our students. To ensure all positions are covered we ask that you follow these guidelines.

1. Consider the assignment before accepting.
2. Do not cancel one assignment to take another.
3. If you must cancel an assignment due to an illness or emergency, do so as soon as possible. It is very difficult to get last minute vacancies filled.

## **School District 69**

### **District Contact Information**

#### **District Leadership**

Dr. Margaret Clauson, Superintendent  
Christina Bart, Administrative Assistant

#### **Business Office**

Justin Attaway, Business Manager

Sue Batch, Payroll & Benefits Manager  
[batchs@skokie69.net](mailto:batchs@skokie69.net) or 847-675-7666

#### **Curriculum & Instruction**

Dr. Megan Aseltine, Assistant Superintendent for Academics  
Leticia Ramirez, Administrative Assistant

Bryan Kelly, Learning & School Culture Coordinator

#### **Special Services**

Kristine Joaquin Schubert, Director of Special Services  
Rosa Tosado, Administrative Assistant

#### **Technology**

Chris Miller, Director of Technology

#### **Substitutes**

Robyn Foreman, Substitute Coordinator  
[foremanr@skokie69.net](mailto:foremanr@skokie69.net) or [847-982-6229](tel:847-982-6229)

## School Building Contact Information

### **Lincoln Junior High School (Grades 6 – 8)**

7839 Lincoln Ave  
Skokie, IL 60077  
847-676-3545

Lorenzo Cervantes, Principal

Margaret McMahon, Assistant Principal  
Sam Paulsen, Dean of Students

**Izabel Hauser, Secretary [hauseri@skokie69.net](mailto:hauseri@skokie69.net)  
Stefanie Vargas, Building Sub Coordinator [vargass@skokie69.net](mailto:vargass@skokie69.net)**

### **Edison Elementary School (Grades 3 - 5)**

8200 Gross Point Road  
Morton Grove, IL  
847-966-6210

Andy Carpenter, Principal

Vanessa Morales, Assistant Principal

**Steffi Kanzok, Secretary [kanzoks@skokie69.net](mailto:kanzoks@skokie69.net) - Building Sub Coordinator**

### **Madison Elementary School (Grades preK – 2)**

5100 Madison Street  
Skokie, IL 60077  
847-675-3048

Kristen Ulery, Principal

Sarah Aseltine, Assistant Principal

**Heidi Tarzian, Secretary [tarzianh@skokie69.net](mailto:tarzianh@skokie69.net) - Building Sub Coordinator**

## Building Schedules

The following beginning and ending times are the regular schedules for District 69 schools. **Substitute teachers need to arrive at least twenty minutes before the beginning of school. If a substitute cannot meet the time of arrival because of late calls or delays, the substitute must call the school and give an estimated time of arrival.** Substitute teachers can expect to remain in the schools fifteen minutes after the end of the students' day.

School	Student Hours	Sub Hours
Madison Elementary	8:45 a.m. – 3:15 p.m.	<b>8:25 a.m. – 3:30 p.m.</b>
Edison Elementary	8:00 a.m. – 2:35 p.m.	<b>7:40 a.m. – 2:50 p.m.</b>
Lincoln Junior High School	8:25 a.m. – 3:00 p.m.	<b>8:10 a.m. – 3:15 p.m.</b>

*\*please note that the Edison school office opens at 7:30 a.m.; Madison and Lincoln at 8:00 a.m.*

### Half Day Sub Hours

**Note:** When accepting a half day assignment, please plan on assignment of 4 hours, actual time may be adjusted based on actual need

School	AM Hours	PM Hours
Madison Elementary	8:45 a.m. – 12:45 p.m.	11:30 a.m. – 3:30 p.m.
Edison Elementary	7:40 a.m. – 11:40 a.m.	10:50 a.m. – 2:50 p.m.
Lincoln Junior High School	8:25 a.m. – 12:25 p.m.	11:15 a.m. – 3:15 p.m.

Substitute teachers are employed for the school day and are required to remain on school grounds until the end of the day. When a substitute teacher has unassigned time and the building administrator (or Building Substitute Coordinator) needs the substitute in additional classes, he/she will request that the substitute combine assignments. The substitute may be requested to assist on playgrounds, in cafeterias, libraries, or other areas when not working in the classrooms.

Substitutes will be provided with a 30-minute duty free lunch break. Substitutes are welcome to purchase lunch in our school cafeteria or bring a lunch to school.

### School Year

On the next page, please find a summary of the school year. Substitutes are employed on student attendance days. No work is scheduled during the winter, spring, and summer breaks or other school holidays.

## School District 69 Calendar 2018/2019 School Year

<b>Wednesday, August 29</b>	Teachers' Institute Day
<b>Thursday, August 30</b>	Teachers' Institute Day
<b>Monday, September 3</b>	No School - Labor Day
<b>Tuesday, September 4</b>	Early Release Day - First Day of Students
<b>Monday, September 10</b>	No School
<b>Wednesday, September 19</b>	No School
<b>Friday, October 5</b>	No School - PTC Day
<b>Monday, October 8</b>	No School - Columbus Day
<b>Wednesday, October 24</b>	Early Release Day
<b>Tuesday, November 6</b>	No School - Teachers' Institute Day
<b>Wednesday, November 21</b>	No School
<b>Thursday, November 22</b>	No School - Thanksgiving Day
<b>Friday, November 23</b>	No School - Thanksgiving Holiday
<b>Wednesday, December 5</b>	Early Release Day
<b>Friday, December 21</b>	Last Day before Winter Break
<b>Monday, January 7</b>	School Resumes
<b>Monday, January 21</b>	No School Martin Luther King
<b>Wednesday, February 13</b>	Early Release Day
<b>Monday, February 18</b>	No School - Presidents' Day
<b>Friday, March 1</b>	No School - Teachers' Institute Day
<b>Monday, March 4</b>	No School - PTC Day
<b>Friday, March 22</b>	Last Day before Spring Break
<b>Monday, April 1</b>	School Resumes
<b>Wednesday, April 10</b>	Early Release Day
<b>Friday, April 19</b>	No School
<b>Wednesday, May 15</b>	Early Release Day
<b>Monday, May 27</b>	No School - Memorial Day
<b>Wednesday, June 5</b>	Early Release Day
<b>Thursday, June 20</b>	Last Day for Students
<i>(If no emergency days used - School ends Thursday, June 13)</i>	
<b>Friday, June 21</b>	Last Day for Teachers (half-day)
<i>(If no emergency days used - Last Day for Teachers is Friday, June 14)</i>	

## **Emergency School Closings**

If school must be cancelled for the day, the information will be broadcast by all major Chicago radio stations beginning at 6:00 a.m. and posted on our website at [www.sd69.org](http://www.sd69.org). The District will also post a message on AESOP.

On days when the weather outlook is questionable, listen for possible school cancellations or delayed openings on any major Chicago radio or TV station or check the website rather than calling the school or District office.

## **Daily Substitute Teacher or Paraprofessional Pay Rates**

Substitutes requested to work on a day-to-day basis (as needed) for a teaching or paraprofessional position will be compensated based on the following:

Full Day Substitute	\$115
Full Day Rate After Working 20 assignments in District 69 within the school year	\$125
Full Day Rate After Working 75+ assignments in the prior year in District 69	\$140
Half Day Substitute (4 hours or less)	\$70 per day - half days count as a full day

## **Long-Term Substitute Teachers**

The district will occasionally need long-term substitute teachers to cover extended leaves of absence for its regular teachers (parapro long-term positions are filled as temporary hourly). “Long-term” is defined as a single assignment lasting longer than 20 consecutive workdays. In the event a long-term substitute is needed, the long-term substitute teacher will receive the following rate of pay:

Long-Term Substitute Teacher, OT, SLP, or Psychologists                      \$260 per full day

The higher rate of pay is to compensate for additional duties and responsibilities required of a long-term substitute teacher. These duties and responsibilities will be determined by the building administrator, the teacher the substitute is replacing, or other appropriate staff members. The extra duties may include (but are not limited to):

- Lesson plan design
- Communication with parents about student performance
- Assessment of student performance (grading, report cards, conferences etc.)



- Other duties as assigned

In most cases, long-term substitutes are for planned leaves of absence and therefore can be arranged ahead of time (before the substitute is actually needed to work). Sometimes unpredictable situations arise that prevent proactive scheduling. If a substitute subbing on a day-to-day assignment remains in that assignment for more than 20 consecutive workdays, then the long-term rate is granted retroactive to the first day of the assignment.

**Substitutes on daily or long-term assignments do not have a contract of employment for any guaranteed period of time. A long-term substitute may be given an estimated timeline of the assignment; however, the beginning and end dates are subject to change due to District needs and satisfactory performance of the long-term substitute. Daily and long-term substitutes are considered “at will” employees and are not eligible to receive benefits.**

### **Daily and Long-Term Substitute Nurses**

Nurse Sub with Nurse License	\$175 per full day
Nurse’s Office Coverage (non-licensed)	\$125

The calling procedure for substitute nurses will be similar to that used for substitute teachers. Any questions about substituting for a nurse should be directed to Kristine Joaquin Schubert. She can be reached at 847-675-7666 or [joaquinschubertk@skokie69.net](mailto:joaquinschubertk@skokie69.net)

### **Pay Periods**

District 69 issues paychecks every other Friday. If the Friday fall on a holiday, the paycheck is issued on the business day prior to the holiday. Substitutes are paid for work that fall within the pay period. If you would like the exact dates, please contact Sue Batch ([batchs@skokie69.net](mailto:batchs@skokie69.net)) for a pay period calendar.

### **Online Paychecks (“Paperless”)**

The District does not distribute paper copies of payroll information. Payroll information (e.g. check stubs) are available online via the District’s financial software, Infinite Visions, in the employee portal. If needed, all employees have access to a designated building computer to view and print payroll information.

The Employee Portal offers a wealth of payroll information including your check history, tax forms (W-2, W-4), and direct deposit information. The paperless payroll process requires substitutes to utilize direct deposit.

For information on your Employee Portal Log-in and access, please visit the following link at <https://ivee.ntst.org/district69/> Should you have any questions or need assistance, please contact Rita Esho ([eshor@skokie69.net](mailto:eshor@skokie69.net))

## **Email**

Make sure your AESOP record has your **current email address** listed. You can add or change it yourself under View Personal Information. However, please note that if you have a change in your email address you must also change it in person by coming to the District Office. Your current email must be in the payroll system in order for you to access your payroll records. **In order to protect your identity, no email changes to your District personnel record (Infinite Visions/payroll system) will be done via phone or fax.**

## **Maintaining Active Status**

In order to remain as an active substitute on our substitute list, you must work at least 10 assignments (half or full days) per semester (August – December & January – June) and hold an active teaching or substitute certificate. Continuing as an active substitute is also contingent upon satisfactory performance.

Each May you will receive a notice from the District asking you to let us know if you would like to continue as a substitute teacher for the following school year. If you do not receive that notice, please contact Robyn Foreman, Substitute Coordinator at [foremanr@skokie69.net](mailto:foremanr@skokie69.net).

## **Daily Beginning and Ending Procedures**

### **Instruction**

The primary assignment of the substitute teacher is to implement the lesson plans that classroom teachers have provided. Implicit in this plan is the understanding that it is not possible to anticipate exact student reactions to lessons and the timing of the lessons. Therefore, the substitute teacher has some leeway to adjust plans and to augment them. The substitute teacher should leave specific reports about any changes that were made. When there is doubt about the lessons, it is best to seek information from teachers who work nearby rather than to rely solely on the students' suggestions.

Whether the substitute teacher grades student work varies according to the time available and the kind of work collected. Usually the classroom teachers may have different arrangements, which usually include planning lessons and grading assignments.

### **Preparing Ahead of Time**

To help you prepare for substituting, consider the following:

- 1) Identify appropriate clothing to wear so you are ready if you receive a call. Be prepared for possible outdoor duties such as arrival/departure and recess assignments.
- 2) Keep paper and pen near each phone to write down assignments
- 3) Know exactly how to get to each school where you may work (it might be helpful to drive from your house to each school at least once)

### **In the Morning**

You should know the following information about your assignment:

- 1) School name
- 2) Teacher or paraprofessional name for whom you will substitute
- 3) Grade level(s) or academic subject(s)
- 4) Expected times of arrival and departure

Particularly with last minute morning calls, time is of the essence for both the building coordinators and the substitute teachers.

### **When You Arrive at the School**

- 1) Check in at the main office to let them know that you have arrived, sign in, pick up substitute folders if available, and ask pertinent questions:

*Will I be responsible for playground, lunch, or other duties?*

*Do any of the students have medical problems I should be aware of?*

*How do I handle misbehavior in the classroom?*

*If the need arises, how do I refer a student to the office?*

*How do I report students who are tardy or absent?*

- 2) Wear your substitute ID card at all times when in the school. Please return it at the end of the day.
- 3) Find your classroom(s) and locate lesson plans, evacuation map, restrooms, staff room, cafeteria/MPR, gym, library, and drinking fountains before school begins
- 4) Meet the teachers in neighboring rooms – they can be a great resource. If you are substituting for a paraprofessional, you will want to make contact with the Special Education teacher assigned to your student(s). The Special Education teacher can provide you with specific information about your student(s) needs and your role in assisting him/her.

Classroom teachers will leave written lesson plans in their classrooms and /or department or team areas. In addition, oral instructions from team members or department members may supplement lesson plans.

### **During the Day**

- Enter the classroom with confidence. Put your name on the board (if you are substituting for a teacher), then familiarize yourself with the classroom. Locate and review the classroom rules and emergency information.
- Read through the lesson plans left by the teacher and identify books, handouts, and papers that will be needed throughout the day. Study the classroom seating chart(s). If you can't find a seating chart, get ready to make your own.
- When the bell rings, stand in the doorway and greet students as they enter the classroom. Be professional, friendly, and enthusiastic about the day. This first impression will take you a long way.
- Take attendance
- Remain with the students at all times – do not leave the class unattended.
- Be familiar enough with the lesson plans to keep the class moving – have “filler” activities planned to avoid down time where students just sit and talk.
- Do not take care of personal business during the school day.
  - *Turn your cell phone OFF during class time. Check your messages during your lunch break. This includes text messages – do not text during class time.*
  - *Computers are for school-related use ONLY. Unless the computer is required for instruction of students, you should refrain from using it.*
  - *Do not schedule personal appointments that would take you off campus during the day*

- *Active supervision of students and 100% of your attention is required. While it may be tempting to read a book, do a crossword puzzle, or engage in other non-instructional activities when students are working independently, the district expects you to be actively supervising and assisting students.*
- Do your best to follow the lesson plans and carry out the assigned duties left by the permanent teacher. Over 75 percent of permanent teachers report that they spend at least 45 minutes preparing lesson plans and materials for substitute teachers. Having invested both time and energy into these plans, having them carried out is very important to the permanent teacher.
- On the other hand, you may enter a classroom where you are unable to locate the lesson plans or necessary materials. In such a case, act quickly, calmly, and confidently. By utilizing materials and ideas in your sub folder, neighboring teachers or department chairs, you will still have a productive day.
- Whatever situation or challenge you are faced with, always strive to be positive and respectful. Permanent teachers care about the students in their class. They know each student's strengths and weaknesses and want to see these handled appropriately. They expect the substitute teacher to appreciate the good in their students and bring out the best in them.
- Permanent teachers urge substitute teachers to be aware of how small things; like using a normal voice, giving praise, and having a positive attitude, can affect students. Students resent teachers who talk down to them, make promises or threats they don't intend to keep, and are not fair in administering rewards and consequences. Treating students as individuals is important. Don't blame the whole class or punish the group for the misdeeds of a few.
- When a substitute teacher uses good judgment, avoids criticism and adapts to circumstances in a positive way, she/he becomes a professional role model for both the students in the class and other teachers.

### **At the End of the Day**

Being a professional is just as important at the end of the day as it is at the beginning. What you do just before the school day ends will be the impression students take home. How you leave the classroom will be the first impression the permanent teacher has of you when she/he returns.

### **Before Students Leave**

There are several things you should do during the last few minutes of class before the students leave.

- If the teacher has classroom sets (calculators, scissors, books, etc.), make sure they are all returned before the students leave the room. It is much easier to locate a missing calculator in a class of 30 than trying to find it somewhere in the whole school.
- Challenge students to recall, and list on the board, projects and topics they have studied that day. (Now they will have a positive answer when parents ask what they did in school, instead of the traditional, “Nothing, we had a substitute teacher.”)
- Remind students of homework. Writing homework assignments on the board throughout the day will help you and the students remember.
- Have students straighten and clean up the area around their desks.

### **After Students Leave**

- After students have gone, take a few minutes to complete your professional duties as a substitute teacher. Write a detailed summary of what was accomplished throughout the day, along with any problems that arose and notes about things that went well, or students that were particularly helpful. If you were subbing for a paraprofessional, touch base with the Special Education teacher at the end of the day to review how things went.
- If, for any reason, you were unable to carry out the plans left by the permanent teacher, make sure you explain why you were unable to carry them out and what you did instead.
- Leave the teacher’s desk and assignments completed by the students neatly organized. Close windows, turn off lights and equipment, and double check to make sure the room is in good order before you lock the door and head for the office. At the office, return keys, guest teacher badges, substitute folder, and express appreciation for assistance provided.

### **In Conclusion**

Teachers and staff members have high expectations of others who come into their classroom and work with their students. By implementing the ideas above, you can become a professional that meets and exceeds these expectations. Always remember that you are a valued and important part of the educational system. Never diminish your role as a substitute teacher or paraprofessional. Teachers and staff members appreciate having a person come into their classroom and work with their students who is caring and capable. By being prepared, poised, and professional, you will greatly reduce the stress on the teacher/staff member, students, and yourself.

## Supervision and Classroom Management

General discipline policies should be consistent throughout each school, and substitute teachers should follow those tenants. Within the established discipline guidelines, the substitute teacher should individualize according to the situations and behaviors of the students. If a substitute teacher needs assistance with discipline, he or she may contact nearby teachers or administrators.

### Attendance

As a substitute teacher, you are responsible for taking attendance, please be sure to ask in the school office about the specific procedures for the building. At the upper grades, in addition to report the morning attendance, you should take attendance each class period, report absent students to the office immediately so the school may verify that it is an excused absence, and maintain a list of absent students for the teacher.

Students who arrive late to school (after the morning attendance), must sign in at the office, and will bring a pass to class.

**NEVER release a student during the school day to anyone, including a parent. Students MUST sign out through the school office and the office staff verifies that the adult is permitted to take the student. If a parent or adult appears at your classroom and wishes to sign a student out, refer the adult to the office. Do not release the student without permission from the office staff.**

### Classroom Management

Substitute teachers assume the classroom teachers' responsibilities for supervision and management of students, including conduct of students in classrooms, hallways, and other areas where substitute teachers are working.

Good substitute teachers must establish a positive classroom atmosphere as early as possible:

- 1) Write your name on the board before class begins.
- 2) Briefly introduce yourself to the class.

Be kind but firm:

- Explain that the classroom rules remain in effect and will be enforced.
- Remind students you will be reporting behaviors (especially those of helpful and hard-working students) to the returning classroom teacher(s).
- Understand students' needs but remain committed to following the classroom teachers' directions.
- Correct without embarrassing the students.

**When you encounter disruptive or dangerous behavior, immediately address the student and direct the student toward more appropriate conduct. If assistance is necessary, call the school office/building substitute coordinator to request that an administrator or other teacher come to the area. DO NOT leave the class to find an administrator or other teacher. You should remain with the class at all times. As a last resort option, send a responsible student to a neighboring classroom or the office to summon assistance.**

### **Confidentiality**

Substitute teachers do not usually communicate with parents or guardians. Substitute teachers may relate specific information to the classroom teachers or administration, and that information may be communicated to parents and guardians through the permanent personnel if they deem it appropriate. Long-term substitute teachers may have the responsibility of communicating with the parents and guardians. This responsibility will be identified at the time of employment for long-term assignments. If at any time a substitute teacher is unsure about any issue, he or she should contact an administrator.

### **Emergency Procedures**

Substitute teachers should become familiar with the **Crisis Management Plan Handbook** and follow those policies. Emergency information is included in the substitute teacher folders handed out at each assignment. Handbooks are also located in all classrooms. If no handbook is available, please ask for one.

**Please note the emergency evacuation routes posted next to doorways.**

### **Maintenance of Supplies and Classrooms**

Students are expected to have the majority of the materials they need for classroom activities. When a substitute teacher issues backup or supplemental supplies to students, the substitute should keep records of the students' names and the materials issued to them. At the end of the lessons, the substitute should collect materials unless otherwise instructed.

At the end of each class period or day, the substitute teacher should encourage students to store all supplies, align desks, dispose of waste materials and tidy classrooms.

### **Medications**

**All medicine should be issued to students through the nurse's office. Substitute teachers should never administer medicine.** When students need to see the nurse, they should be sent with a pass, and the substitute teacher should receive signed passes when students return to the classroom. If students do not return to class, the substitute teacher should contact the office or the nurse at the end of the class period.