

Aptakistic-Tripp CCSD 102

**Substitute Teacher Handbook  
2010-11**

**APTAKISIC-TRIPP**  
**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 102**  
1231 Weiland Road, Buffalo Grove, Illinois 60089-7040, (847) 353-5650  
DISTRICT OFFICE FAX (847) 634-5334  
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Dr. Theresa Dunkin  
Superintendent  
Stacey Bachar  
Assistant Superintendent  
Dr. Robert Hudson  
Assistant Superintendent

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## Welcome

Welcome to Aptakisic-Tripp CCSD 102. As a member of the substitute teaching staff, you are one of the most essential parts of our school structure. As more teachers are out of the classroom whether it is for professional development or personal reasons, your role as a substitute teacher is vital to the educational welfare of our students.

Some of you are new to substitute teaching, while others have varying degrees of experience. Teaching is an all-encompassing task, and as a substitute teacher you are encouraged to expand the learning and intellectual growth of our students. We expect our substitute teachers to be competent, conscientious and caring individuals who temporarily take the place of a regular classroom teacher.

One of our most important goals is to sustain effective instruction each school day. Our expectation of substitute teachers is that normal instructional programs will be implemented, as outlined in written lesson plans by the regular classroom teacher. The key role of the substitute teacher is to continue effective classroom interaction so students sustain learning and achieve instructional goals. As a member of the substitute staff, you have the responsibilities and accountabilities of the other certificated staff members relating to classroom operations.

This Handbook, along with assistance from school principals and classroom teachers, will enable you to assist us in meeting the educational needs of our students.<sup>1</sup>

You are an important teacher as you work in our classrooms and District. You bring your interests, hobbies and talents into the classroom and enrich the lives of our children. We appreciate your contributions and if we can assist you in any way, please do not hesitate to call.

Joanne Rose  
Substitution Secretary  
847-353-5685

Susie Murtaugh  
Human Resources Coordinator  
847-353-5671

Carol Stamatakos  
Human Resources Adm. Assistant  
847-353-5670

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<sup>1</sup> This Substitute Handbook is intended for informational purposes only. The Substitute Handbook is not an offer of employment, nor does it create an express or implied contract of employment. All substitutes are hired on an at-will basis that is not altered by this Handbook. The District reserves the right to change, modify, and/or delete any information or provision contained in this Handbook at any time.

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Section A

# **Buildings and Staff**

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# Contact Information

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## Aptakisic-Tripp CCSD 102 District Office

1231 Weiland Rd. Buffalo Grove, IL 60089	353-5650
Susie Murtaugh, Human Resources Coordinator	353-5671
Carol Stamatakos, Human Resources Administrative Assistant	353-5670
Marilyn Lynch, Superintendent's Administrative Assistant	353-5660
Jennifer Barry-Cox, Payroll Specialist	353-5651
Joanne Rose, Substitution Secretary	353-5685

## Pritchett Elementary School

200 North Horatio Blvd. Buffalo Grove, IL 60089	353-5700
Dr. Matthew Moreland, Principal	353-5702
Tina Anderson, Asst. Principal	353-5707
Donna Servia, Secretary	353-5701
Jane Friedman, Secretary	353-5702
Christine Straszewski, Nurse	353-5703

## Tripp Elementary School

850 Highland Grove Dr. Buffalo Grove, IL 60089	955-3600
Mary Bhardwaj, Co-Principal	955-3606
Gregory Michels, Co-Principal	955-3607
Beth Berger, Secretary	955-3601
Denise Koto, Secretary	955-3602
Christine Kolcz, Nurse	955-3603

## Meridian Middle School

2195 Bradywyn Ln. Buffalo Grove, IL 60089	955-3500
Rebecca Jenkins, Principal	955-3506
Nichol Mangino, Asst. Principal	955-3507
Marsha Baldacci, Secretary	955-3501
Kathy Leon, Secretary	955-3502
Debbie Rice, Nurse	955-3503

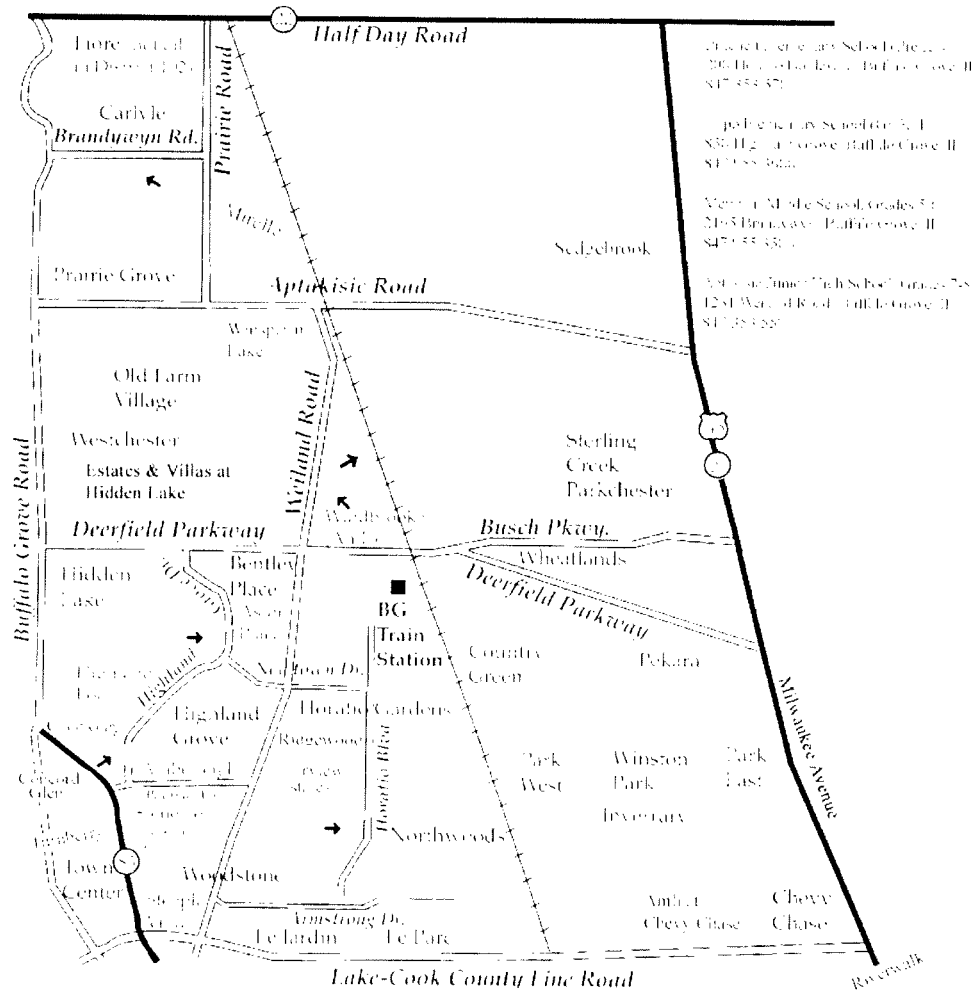
## Aptakisic Jr. High School

1231 Weiland Rd. Buffalo Grove, IL 60089	353-5500
Dr. Julie Brua, Principal	353-5506
Jessica McIntyre, Asst. Principal	353-5507
Sue Brin, Secretary	353-5501
Kathy Stankowicz, Secretary	353-5502
Wendy Frost, Nurse	353-5503

## Lake County Regional Office of Education

800 Lancer Lane, Suite E-128 Grayslake, IL 60030	543-7833
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# School District 102 Boundaries and Attendance Areas



**Pritchett Elementary School (Pre K-4)**  
Country Green, Fairview Estates, Horatio Gardens, Le Jardin, Le Parc, Northwoods, Old Farm Village, Parkchester, Park East, Park West, Ridgewood, Riverwalk, Whispering Lakes, and Winston Park

**Meridian Middle School, Grades 5-6**  
All students attend

**Aptakisic Junior High School, Grades 7-8**  
All students attend

**Tripp Elementary School (Gr. K-4)**  
Amberleigh, Anli at Chevy Chase, Aptakisic Road, Astor Place, Bentley Place, Carlyle, Cherbourg, Chevy Chase, Concord Glen, Estates & Villas at Hidden Lake, Fiore, Hidden Lake Village, Highland Grove, Highland Point, Inventry, Milwaukee Avenue, Mirielle, Prairie Grove, Pekara, Somerset, Steeple View, Sterling Creek, Town Center, Turnberry, Wheatlands, Windbrooke Apts., Woodstone, Westchester, and Winchester Estates

(8/06)

Section B

# District 102 Policy

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## Mission Statement

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District 102 exists to serve the children of this community, and to that end, we have established a strategic direction, which supports our mission to ... ..

### “Empower All Learners to Excel”

## District 102 Community Vision

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The world is our classroom.

School is a hub that radiates and inspires a thirst for knowledge, communication, connectedness and unity of purpose. Our diverse community will be welcome to grow and succeed in our dynamic learning environment. All individuals will be respected as facilitators of learning, each having the opportunity to enhance, participate in, and improve life in our community.

District 102 will be accountable and resilient in our pursuit of growth and continuous learning. We will vigorously investigate and responsibly incorporate all forms of resources. Our actions will always reflect the strategic planning of District 102.

Learning is a process that continuously evolves; it has no boundaries.

## Universal Values of Integrity

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District 102’s “Universal Values of Integrity” are the basis for the development of a foundation of ethical and moral behavior, which our students should model throughout their lives.

**Respect** – people who acknowledge the rights of others through their actions

**Citizenship** – people who contribute and serve the community in active, positive, creative ways and encourage the participation of others (local/global)

**Pursuit of Excellence** – people who give their best effort, take pride in their work, reflect on the results of their work, and apply their new learning in life.

**Accountability** – people who know, understand, consider, and accept responsibility for their actions and decisions

**Fairness** – people who consider circumstances and treat others objectively

**Caring** – people who show concern for the well being of self, others, and the environment through compassion, generosity and kindness

**Trustworthiness** – people who keep promises and fulfill commitments, whether stated or implied

**Loyalty** – people who demonstrate friendship and provide support and commitment

**Honesty** – people who are truthful

# District 102 Beliefs/Values

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District 102 believes:

- ❖ **that all people can learn**

Different people learn in different ways and at different speeds, but every teacher, parent, and student can learn. In order to ensure that everyone does learn, each learner will be taught in the manner, and at the speed, that is optimal for that learner.

- ❖ **that the application of knowledge empowers learners**

Learners are empowered when they acquire information, synthesize it into knowledge, and learn to apply the knowledge to solve a problem or change a situation.

- ❖ **in an environment that promotes and supports learning**

School must be safe physically, and must also be safe for students emotionally and intellectually. Students are encouraged to strive for excellence, but should not be afraid to take intellectual risks or to stand up for their views, even if they are unpopular.

- ❖ **in individual and collective responsibility for learning**

Every individual, whether student or adult, is responsible for his/her actions. In addition, students, teachers, and other adults should help each other. Everyone is responsible for helping to ensure the success of every other person in school.

- ❖ **that each individual must be respected**

Each and every person is inherently valuable and deserves to be respected, regardless of personal characteristics.

- ❖ **in active responsible partnerships**

The job of preparing for the future is too big for school employees alone. The school district will seek partnerships with other community organizations in order to actualize lifelong learning. Schools will establish meaningful partnerships with the families of students. Schools will offer students opportunities to be partners in their own education, with a share of the responsibility for managing and guiding it.

❖ **in targeting resources for our priorities**

Resources are defined as time, money, human, physical, and technological. All resources used must be judged according to the degree to which they enable the district to meet its most important goals, even if programs must be canceled.

❖ **in continuous improvement**

However good our schools may be, we can still find ways to improve. Normal school operations will incorporate an ongoing search for better ways to do things.

## **Employment Discrimination**

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District 102 provides equal employment opportunities to all persons. Board Policy 5:10 prohibits discrimination in all phases of employment against any individual for reasons of race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, arrest record, military status or unfavorable military discharge, citizenship status, use of lawful products while not at work, being a victim of domestic or sexual violence, physical or mental handicap, or any other legally protected category. "All phases of employment" includes recruitment, placement, training, assignment, promotion, transfer, compensation, benefits, and termination. [ESP employees] Substitute teachers who believe that they have not received equal employment opportunities should report their claims to the District's Nondiscrimination Coordinator or to the Complaint Manager for the District's Uniform Grievance Procedure.

## **Sexual Harassment**

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It is the policy of District 102 (Board Policy 5:20) to provide for its employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications of a sexual nature that constitute sexual harassment as defined and otherwise prohibited by Illinois and federal law. Any complaint of sexual harassment must be submitted to the District's Nondiscrimination Coordinator, and/or the employee may use the formal District Uniform Grievance Procedure by submitting a claim to the District's Complaint Manager. Violations of the sexual harassment policy by any substitute teacher may result in discipline, up to and including discharge from employment.

## **Drug and Alcohol Free Workplace**

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All District 102 workplaces are drug- and alcohol-free workplaces as required under Illinois and federal law. Employees are prohibited from possessing, distributing, using, consuming,

or being under the influence of alcohol or a controlled substance while on District premises or while performing work for the District.

## **Abused and Neglected Child Reporting**

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As required under Illinois law and Board Policy 5:90, any substitute teacher who has reasonable cause to suspect or receives knowledge that a student may be an abused or neglected child shall immediately report such a case to the Illinois Department of Children and Family Services (DCFS). The substitute must also promptly notify the Building Principal or Director of Human Resources that a report has been made.

## **Confidentiality of Information**

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Substitute teachers who have access to confidential District information are prohibited under Board Policy 5:130 from disclosing such information unless necessary in the performance of their job duties. Confidential information includes students and personnel records and information discussed by the Board in executive session.

## **Confidentiality of Information**

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Substitute teachers are prohibited under Board Policy 5:140 from soliciting donations or sales on school grounds without prior approval from the Superintendent. Employees shall not be solicited for donations or sales by students or other individuals or groups without prior approval from the Superintendent.

Section C

# **Overview of Substitute Responsibilities and District 102 Expectations**

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# Great Expectations

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## Understanding Your Role

You are an important component to the classroom, and how you establish your presence from the very beginning of class can determine your success for the day. Your attitude, personality and teaching methods are on display and in front of the students and staff. As you are there to temporarily take the place of the regular classroom teacher, it is imperative that you provide effective instruction in an environment conducive to a positive learning experience.

The substitute teacher performs under the supervision of a principal or other designated supervisor, and has the responsibility to continue the instructional program according to the directions left by the absent teacher. Teachers spend significant time preparing daily lesson plans and appreciate your positive implementation of those plans.

## Responsibilities/Expectations

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Responsibilities: Teachers (whether regularly-employed or a substitute)

As a teacher in School District 102, it is my responsibility to:

- carry out the Mission Statement of District 102
- have respect for student's thoughts and feelings
- be kind, caring and understanding
- be willing to help any child who asks for help
- be consistent and fair in dealing with behavior and problems
- give direction clearly
- help students develop self-motivation, good study skills and listening habits
- help students express anger or frustration in appropriate ways
- provide a classroom that is conducive to learning
- communicate with parents to develop ways we can work together to enhance learning
- communicate concerns to parents
- help keep students free from unnecessary anxiety

Expectations: Teachers (whether regularly-employed or a substitute)

As a result of accepting my responsibilities as a School District 102 teacher, I can expect to have:

- the respect of the students and have students give other people the same respect
- have parental support in working toward the expected behavior of students

- have an environment that is conducive to teaching and learning
- have students complete daily assignments
- have no unnecessary interruptions while working in classroom groups
- have students arrive on time and ready to learn

### Your Day as a Substitute Teacher

1. Arrive on time. Report and sign in at the main office upon arrival.
2. Receive instructions and materials, including classroom keys, from the building secretaries.
3. Get information from school staff about the bell schedule and any special activities for the day.
4. Maintain confidentiality with all student records and information. Maintain the same professional and ethical standards as the classroom teacher when dealing with students, parents and school staff.
5. Review and follow the lesson plans provided by the regular teacher within the substitute workday.
  - a. Contact the principal or designee if lesson plans are not available.
  - b. Be prepared in advance for emergencies by having plans for alternative activities.
6. Assume the duties of the regular teacher (within the substitute workday), which include but are not limited to:
  - a. Secure materials and equipment necessary to complete the lesson plans.
  - b. Additional supervision responsibilities.
  - c. Maintain good housekeeping.
  - d. Grading, if requested.
7. Maintain the classroom atmosphere by following the regularly scheduled activities and teaching plan. Encourage the students to leave the room in an orderly condition at the end of the day.
8. If a problem occurs that you are unable to manage, contact the principal or designee immediately for assistance. Notify the school administrator immediately should an accident, illness or discipline problem occur.
9. If in doubt about anything – ASK THE SCHOOL OFFICE!
10. Observe the specified length of the day by remaining actively at work until the end of the school day.
11. Check out and return classroom keys in the main office.

### Lunchtime and Plan Periods

Each full day assignment includes a duty-free lunch period. **Please do not eat in the classroom.** Following this guideline will help protect students who may have food allergies. Teacher plan periods are considered work time and substitutes may be utilized in other areas as needed.

# Guidelines for Success

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## School Arrival

It is vital that you arrive early to school, not only to give you ample time to check in with the office and find your classroom (sometimes changes need to be made in your assignment), but also to give you time to read over lesson plans, meet team teachers, find necessary materials for the day, and to greet the students upon their arrival. In addition, some members of our staff have morning duties/responsibilities.

Substitute's arrival times for each school building are as follows:

<b>Building</b>	<b>Full Day Arrival</b>	<b>½ Day</b>	<b>Full Day Ending</b>
Pritchett Elementary	8:15AM	12:00PM	3:45PM
Tripp Elementary	8:15AM	12:00PM	3:45PM
Meridian Middle School	7:15AM	11:00AM	2:45PM
Aptakisic Jr. High School	7:20AM	11:00AM	2:50PM

## Be Prepared

If the substitute arrives early enough to acquaint himself/herself with the assignment(s) and makes the necessary preparations, it will aid greatly in completing a day of purposeful instruction.

## Confidentiality

Confidentiality is an important concern within our District and it is expected in all of our school settings. Substitute teachers have a responsibility to treat with confidentiality most matters pertaining to students. Student behavior, performance, and achievement levels should not be the subject of general conversation and should not be discussed outside of the school setting. When working with specials needs students, substitutes should exercise an even greater degree of discretion. Discussing individual student performance and/or behavior with other than school personnel is unethical and inappropriate and may result in removal from the active substitute list.

## Substitute/Student Relationship

Substitutes should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitute teachers should establish a position of authority with students; they may "be friendly" without "befriending" the students. Substitute teachers should not search students' personal belongings. Yelling at students, calling students derogatory names, and using insults or other threatening verbal attacks is not good practice. Substitutes must respect each student's personal space. A simple "pat on the back" may seem harmless; however, this act may be upsetting for some individuals.

### Firm, Fair and Consistent

In order to be successful in their treatment of students, the substitute needs to treat students in a firm, fair and consistent manner. Fairness and consistency are key issues with students. The substitute must not “play favorites” when dealing with student behavior or performance.

### Unattended Classroom

As a general rule, for student safety, a substitute should never leave the classroom unattended, except in unusual circumstances and cases of emergency. If the substitute needs to leave a classroom, the main office or a nearby teacher must be notified so that the classroom will be supervised.

### End of the Day

After students have been dismissed for the day, the classroom should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Any keys issued should be returned to the main office. Successful substitutes will take a few minutes to provide feedback to the classroom teacher either through Aesop or with a note.

### Professional Conduct Expectations

In general, any act, the consequence of which might result in harm to, or which interferes or tends to interfere with, the rights or property of the District, its employees, or its students constitutes unacceptable work conduct and may result in a substitute teacher’s removal from the list of substitutes.

Violations of acceptable work conduct include:

- (a) insubordination; refusal, or failure to obey instructions of your supervisor;
- (b) drinking or possessing alcoholic beverages on district premises at any time, or working under the influence of alcohol or controlled substances;
- (c) theft, misuse, or unauthorized removal or deliberate destruction of district, student or employee property;
- (d) disorderly conduct on District property such as threatening, insulting or abusing any employee, student, parent or supervisor;
- (e) failure to maintain confidentiality as required under the District’s confidentiality statement and policies;
- (f) willful, deliberate, or continued violation of, or disregard of, the rules and regulations;

- (g) failure to obtain and maintain satisfactory productivity and quality of work;
- (h) inappropriate cell phone usage while teaching and/or supervising students;
- (i) inappropriate usage of the Aesop system while teaching and/or supervising students;
- (j) failure to comply with safety rules and common safety practices;
- (k) any other act deemed detrimental to the District.

# Acronyms

**CAS:** Collaborate, Achieve, Succeeded!: This is a system for organizing students who have a discrepancy in an academic, social emotional, or behavior discrepancy from peers. It is the name of the "meetings" we have with students and parents.

**RtI:** Response to Intervention: This is a tiered system for identifying students who are not progressing in some area in school and assigning some sort of intervention, or special specific help, in that specific area. RtI is broken into 4 Tiers. Tier I: General Education students. 80% of students will not move from Tier I. This is where students receive the general education curriculum and support. Tier II: This is for students who require a little extra support. We have Reading teachers in 102 that we call Interventionist who provide Tier II reading for 30 minutes, 3-4 days a week. Tier III students are those that require even more intervention. In regards to reading it could be 60 minutes, 5 times a week, until the discrepancy is shrinking between the students and peers. If a student does not "respond to intervention," then they would be considered for a case study and could possibly qualify for Tier IV, Special Education.

**SGO:** Student Goal Organizer: Teachers fill these out when they think their student is struggling in some academic, social-emotional, behavior area.

**ELL:** English Language Learners

**TPI:** Transitional Program of Instruction, this could be for any language student who does not know English. It is a part of the ELL program.

**TBE:** Transitional Bilingual Education: This is Language instruction provided in the child's native language. We currently have Russian at Pritchett and Tripp and they are starting Korean too.

**SPED:** Special Education student, teachers, etc... Tier IV

**IEP:** Individual Education Plan, All Special Education students have one of these. They are a legal document to defines what student's benchmarks are, and how the team is going to reach the goals.

**LD:** Learning Disability

**BD:** Behavior Disability

**UbD:** Understanding by Design, a system for organizing and writing curriculum. Its basic philosophy is to teach to the big idea thorough enduring understandings and questions. 102 is a UbD district

**NSDC:** National Staff Development Council (National Organizations)

**ASCD:** Association for Supervision and Curriculum Development (National Organization)

**SEL:** Social Emotional Learning, 102 is rolling out a new SEL curriculum in all schools this fall.

(Tests)

**AIMSweb:** We use this company to benchmark, or give mini-assessments, to gage all students learning and identify discrepancies between what we would expect to see and what we actually see in student's performance.

**MAP:** A computer-based assessment given to all students 2-8 in reading and math. Given in the fall, at-risk winter, and the spring.

**ACCESS:** A state language assessment given to all English Language Learners in January.

**ISAT:** Illinois State Assessment Test, given in March

**Cogat:** This is an IQ test given in 2<sup>nd</sup> and 4<sup>th</sup> grade in the spring.

**AYP:** Adequate Yearly Progress, schools must have a % of students who make expected growth and meet or exceed standards on ISAT. If we fall below the expected %, then there is trouble for the district. Schools have to make AYP for all its sub-group populations like ELL, and SPED, etc...

**SALT:** The Salts are groups that identify the curriculum strands, and/or, large concepts that pertain to all stakeholders in 102. There is a Math, Language Arts, Science, Social Studies, Social Emotional Learning, Assessment, Bilingual or ELL, and SPED. An administrator as well as Theresa and/or Bob oversee them.

**SEEK:** Seek is our gifted program at Pritchett and Tripp. We have one teacher at each building that pulls out students for "gifted" math. They also co-plan with the

**TLC:** District planning council made up of administrators and teachers from each building. They are a decision making body that helps develop the direction the district moves in regards to curriculum, assessment, technology, and other areas.

**TPI:** Transitional Program of Instruction, this could be for any language t

Section D

# Classroom Management

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# Effective Classroom Management Techniques

## Classroom Management

Classroom management and behavior management are interconnected. Behavior management refers to teacher activities designed to promote positive behaviors in students. The objective of behavior management is to prevent disruptive behaviors and to promote positive social behaviors. Classroom management refers to all of the things teachers do to organize students, space, time and materials to maximize effective teaching and student learning.

Behavior and classroom management begin with having expectations for the student, learning environment, instruction and procedures. Your ability to effectively manage classroom environment and student behavior is essential for student learning and participation. Examples and explanations of each of these expectations are:

1. Classroom Expectations are rules that are used to help the students remain focused; they are the standards that guide student behavior. It is imperative for the substitute teacher to uphold these standards or classroom expectations.
2. Instructional Expectations are the tasks and assignments that the students need to complete according to the lesson plans.
3. Procedural Expectations are the methods and ways the student must complete the tasks and assignments. If communicated, the substitute should follow the expectations set by the regular classroom teacher.

Some examples of behavior management strategies that can be used in the classroom are as follows:

1. Set limits for behavior by telling students your tolerance level.
2. Ignore behaviors that might increase if given attention.
3. Develop a signal to let students know behavior is unacceptable.
4. Reinforce students for appropriate behavior.
5. Provide students with breaks from work when they become agitated or bored.
6. Redirect bored students back to task by offering to help, discussing the assignment or complimenting the student's accomplishment on the completed part of the task.
7. Always treat students with respect.
8. Always do what is best for the student and have the student's best interests in mind.
9. Seek solutions, not blame.
10. Model respectful behavior.
11. Use the least intrusive intervention possible.
12. Make a connection with the students.
13. Instill hope for success.
14. Never do or display behavior that is disrespectful, illegal, immoral, ineffective and bad for health/safety.
15. Never give up on a student, be perturbed with the actions of a student, but continue to believe in his/her ability to change for the better.
16. Model behaviors you want your students to engage in.

17. Make your initial contact with each student a positive one. Each day say “Good morning!” or “How are you?”

Use these strategies to improve your classroom management:

1. Circulate through the room. Physical proximity to students can stop inappropriate behavior before it starts.
2. Say please and thank you every chance you get.
3. Use the lesson plans.
4. Post a schedule or agenda.
5. Use positive praise
6. Have a back-up activity for those unexpected events. (Only after Lesson Plans have been completed)
7. Know the procedures for student tardiness, bathroom breaks and lack of ready-to-use supplies.
8. Have something for students to do when they complete assignments early.
9. use cooperative learning strategies.
10. Catch students being good and reinforce that behavior.
11. Tell students you appreciate their efforts and class contributions.
12. Make sure your students know what to do in the classroom.

## Respect

A good way to start the day is by displaying a positive greeting to *your* students. First and always, wear a smile and come with a sense of humor. Start by putting your name on the board. Whether students see you in the hall first or upon entering the classroom and asks, “Are you our Sub today?” answer, “No, I am your *Teacher for the day*”. Engage in discussion with the students by addressing the issue of how you expect to be treated with respect as their teacher for the day. This really gives students the opportunity to step back and acknowledge you as their teacher and as a *professional*. It also indicates that you are there to teach the class and implement the assigned work for the day, not to baby-sit.

Respect goes both ways. That is why it is important to always refer to your class as “students”, not “kids”. This promotes a positive environment for learning and makes them feel valued and respected.

## Make a Connection with the Students

In an effort to earn their trust and respect try to get to know *your* students. Share some of your personal experiences or share a funny story and engage them in conversation. Accept accountability of the students and refer to them as *your* class whenever you address them or speak of the class. It makes a difference in their perception of you as their temporary teacher and makes them more willing to learn once they become “*your* students”. It is also important to explain *your* expectations of the class and remind them of any potential consequences.

As a *Substitute Teacher*, the ideal mode for successful experience is to be in control of yourself with a smile and a sense of humor, be positive and most importantly, be flexible.

## Learning Styles

It is very important to recognize that we all exhibit different behaviors, social interaction and ways of learning. Every student is unique and responds to situations differently than the next student. Your flexibility and ability to recognize the different needs in each student is crucial to successful management of your class.

1. Students who are very organized, comfortable with routine and like structure – *give them special, detailed tasks and responsibilities*
2. Students who are very analytical and independently productive – *acknowledge their independent competence and provide challenging problem solving opportunities*
3. Student who loves to help other students thrives on successful accomplishments – *assign them leadership roles and opportunities to help other students*
4. Student who is more creative in a social environment and has a need to “belong” – *it is important to provide group-setting opportunities for them to demonstrate their abilities in-group dynamic.*
5. Student thrives on attention, exerting the need to be heard – *present some leadership opportunities where they can execute their performance in a positive manner, i.e., and an emcee of “Jeopardy” for history.*
6. Student who doesn’t like structure and would rather be thinking about the next subject need room for creativity – *allow them flexibility and opportunity to express their creativity, then bring them back to task*

## Extending Privileges

Extending privileges to students during the course of the day, confirms student worthiness and simultaneously assists you. Taking attendance can be difficult when you don’t know your students names. It really helps to ask a student to take on this extended privilege and responsibility. Solicit another student, one who has really nice handwriting, to please write the necessary assignments/schedule on the board. Allowing the quietest group the opportunity to be first in line to go to lunch is great motivation. Another example of extending privileges is allowing computer usage when the assignment is completed, or allowing them to work in partners/groups.

Finally, allow a student to “earn back behavior”. This means if you have informed the student that due to inappropriate morning behavior his/her name was going to be given to their classroom teacher, allow the student to “earn back” the opportunity for demonstrating positive behavior in the afternoon. Remember that extending privileges, “earns” respect from the students and increases class productivity.

## Ending Class Time

Thank *your* class for an enjoyable day/class time and acknowledge their positive class work and behavior. It is also important to acknowledge if behavior was an issue and that potential consequences will be considered. Remind students of any assigned homework, return any books to the shelves and make sure their desks and surrounding area are clean. Also, be sure to thank nearby teachers who assisted you during the day.

Communicate with the classroom teacher. Make sure you leave a detailed account of lessons completed and those that you were not able to complete. Inform the teacher if lessons were well received or if the students had trouble understanding, etc. Indicate any problems incurred and be sure to express the positive events, such as; the students had fun participating in the science experiment, etc.

## Alternative Activities

Teachers spend significant time preparing a day's schedule for you to follow; however, there will always be times when students complete their assigned tasks ahead of schedule.

Remember that effective classroom management includes the ability to be in control of your classroom, be positive and most importantly, be flexible at all times.

## Substitute Professional Reference Guide

- *Substitute Teacher Handbook: Elementary for Grades K-8*, ISBN 1890563110
- *The Guest Teacher: A Fresh Approach to Substitute Teaching*, Barbara L. Goldenhersh, Ph.D., 2001 ISBN 1890563250
- *Mastering the Art of Substitute Teaching*, S. Harold Collins, 1995. ISBN 0931993032
- *Instant Success for Classroom Teachers, New and Substitute Teachers*, Barbara Cawthorne. 1981 ISBN 0960666605
- *Super Sub: A must-Have Handbook for Substitute Teachers*, Cary Seeman & Shannon Hofstrand, 1998 ISBN 0673363805

## Alternative Activity Ideas Websites

- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [www.lessonplanspage.com](http://www.lessonplanspage.com)
- [school.discovery.com/lessonplans/](http://school.discovery.com/lessonplans/)
- [www.lessonplanz.com](http://www.lessonplanz.com)

The following are some additional suggestions for you to consider:

## Short Activities

When you see that assignments are completed before the next subject is scheduled or there are only 5 or 10 minutes left of class, allow them their "earned" special fun time. This can be earned as a class or as individuals.

Brainteasers and riddles are good “fillers”. “Mad-lib’s” not only are fun to do, but it makes them utilize their verb, adjective, noun, etc., skills.

### Independent Activities

Bring a couple of puzzles or borrow some from the library and place them in the back of the classroom. As students “run out of work to do”, let them work on the puzzles.

Students can independently work on word puzzles, dot designs, word searched, and scramble words. All of these activities are fun and challenging.

### Group Activities

The Jeopardy game is a favorite for students of all ages. Some other favorites include: spelling bee’s, hangman to spelling words, math games, number searches, and science bingo using the science lesson of the day.

Assign a specific topic to brainstorm and/or write a poem or essay using spelling words or on a specific lesson. Give specific guidelines such as younger students need to write at least four or five sentences while older students need to write a persuasive essay, etc.

## 11 Techniques for Better Classroom Discipline

Here are eleven techniques that you can use in your classroom that will help you achieve effective group management and control. They have been adapted from an article called "A Primer on Classroom Discipline: Principles Old and New" by Thomas R. McDaniel, *Phi Delta Kappan*, September 1986.

### 1. Focusing

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft-spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

### 2. Direct Instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."

The teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

### 3. Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides individualized instruction as needed.

Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

### 4. Modeling

McDaniel tells us of a saying that goes “Values are caught, not taught.” Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The “Do as I Say, Not as I do” teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

### 5. Non-Verbal Cuing

A standard item in the classroom of the 1950’s was a clerk’s bell. A shiny nickel bell sat on the teacher’s desk. With one tap of the button on top he had everyone’s attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

Non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take the time to explain what you want the students to do when you use your cues.

### 6. Environmental Control

A classroom can be a warm cherry place. Students enjoy an environment that changes periodically. Study centers with pictures and color invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will

trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and the color is a siren that pulls them off task. They may need more “vanilla” and less “rocky-road”. Have a quiet place where you can steer these youngsters. Let them get their work done first and then come back to explore and enjoy the rest of the room.

#### 7. Low-profile Intervention

Most students are sent to the principal’s office as a result of confrontational escalation. The teacher has called them on a lesser offence, bit in the moments that follow; the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher’s intervention is quiet and calm.

An effective teacher will take care that the student s not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster’s name into her dialogue in a natural way. “And you see, David, we carry the one to the tens column.” David hears his name and is drawn back on task. The rest of the class doesn’t seem to notice.

#### 8. Assertive Discipline

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practices) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

#### 9. Assertive I-Messages

A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is suppose to do. The teacher who makes good use of this technique will focus the child’s attention first and foremost on the behavior he wants, not the misbehavior. “I want you to...” or “I need you to...” or “I expect you to...”

The inexperienced teacher may incorrectly try “I want you to stop...” only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: “I wasn’t doing anything!” or “It wasn’t my fault...” or “Since when is there a rule against...” and escalation has begun.

## 10. Humanistic I-Messages

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behavior. "When you talk while I talk..." Second, relate the effect this behavior has on the teacher. "... I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "... which frustrates me."

A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

## 11. Positive Discipline

Use classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of "no-running in the room," use "move through the building in an orderly manner." Instead of "no fighting," use "settle conflicts appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Make ample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but doesn't have to be. A nod, a smile, or a "thumbs up" will reinforce the behavior.

Board of Education Policy 7:190 – STUDENT DISCIPLINE is included in this handbook.

## **STUDENTS**

### **7:190 STUDENT DISCIPLINE**

#### **General Disciplinary Authority**

It may be necessary at times to discipline students whose conduct affects the well-being of other students, district employees or any other person given student supervisory responsibilities. The Board of Education hereby authorizes the use of discipline in accordance with this policy and its implementing administrative procedures, and further authorizes the use of isolated time-out and physical restraint interventions consistent with Illinois law. In accordance with constitutional due process and statutory requirements, the Board may suspend or expel students from school and from the school bus or from school sponsored activity for acts of gross disobedience or misconduct and otherwise maintain discipline in the schools. Only the Board may determine to expel a student from school or from the school bus. Designated administrators may suspend students from school or the school bus for up to ten (10) school days.

Suspensions or expulsions of students will occur in compliance with procedural regulations by the Superintendent or designee. Disciplinary measures other than suspension or expulsion will be determined by the administration and established in general regulations governing student discipline.

#### **Mandatory Expulsion for Bringing Weapons to School**

Pursuant to the federal *Gun-Free Schools Act* and the *School Code*, it is the policy of this Board to expel from school for at least one calendar year (but no longer than two calendar years) any student who has possession or control of or uses or transfers a "weapon" at school, any school sponsored activity or event, or any activity or event which bears a reasonable relationship to school. The term "weapon" in this context is defined in the administrative procedures implementing this policy. The Superintendent may modify the expulsion period, and the Superintendent's determination may be modified by the Board on a case- by-case basis. Students eligible for special education and related services shall be considered for expulsion or other discipline for bringing weapons to school pursuant to the *Individuals With Disabilities Education Improvement Act* and as set out in the administrative procedures accompanying this policy.

## Reporting Firearm, Drug, and Other Criminal Incidents

1. If a school official observes any person to be in possession of a firearm on the property comprising the school, on any conveyance used by the school to transport students to or from school-related activities, or on any public way within 1000 feet of the property comprising the school, the school official will immediately notify the Building Principal. Such notification may be delayed if necessary to avoid endangering students or the school official, but must be completed as soon as there is no longer immediate danger. (This provision does not apply when the school official knows the person to be a law enforcement official conducting official duties.)

Once the Principal receives such a report from a school official or from any other person, the principal or his or her designee will immediately notify a local law enforcement agency. If the person found to be in possession of a firearm is a student, the Principal or designee will immediately notify the student's parent or guardian.

In addition, upon receipt of a report from any school personnel regarding a verified incident involving a firearm in a school, on school grounds, or on conveyance used to transport students, the Superintendent or designee will report the incident immediately to local law enforcement authorities and to the Department of State Police in a form, manner and frequency as prescribed by the State Police.

For purposes of these reporting requirements, a "firearm" shall be as defined in the administrative procedures accompanying this policy.

2. Further, any incident of manufacture, delivery, or possession with intent to deliver either cannabis, a controlled substance, or a look-alike that occurs in a school, on school property, on a public way within 1000 feet of a school, or in a vehicle used to transport students must be reported promptly to the police or the Lake County sheriff by the principal or designee, but no later than 48 hours of its occurrence.
3. If the District reports to a law enforcement agency any crime committed by a special education student, the District shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate agency authorities, to the extent permitted by the *Family Educational Rights and Privacy Act*, with prior written notice to the parents/guardians and in accordance with the Board's policy on student records.

## **Maintenance of Discipline by Teachers and Other Employees**

Teachers, other certificated employees, and any other person, whether or not a certificated employee, providing a related service for or with a student may use reasonable force as needed to maintain safety for other students, school personnel or persons, or for the purpose of self-defense or the defense of property. Teachers may remove students from the classroom for disruptive behavior.

## **Behavioral Interventions for Students with Disabilities**

Consistent with the *School Code*, it is the intent of the Board that, when behavioral interventions are used with students eligible for special education and related services, they be used in consideration of the student's physical freedom and social interaction, and be administered in a manner that respects dignity and personal privacy and ensures the student's right to placement in the least restrictive educational environment.

## **Definition of Gross Disobedience and Misconduct**

The Board defines gross disobedience or misconduct as any egregious student behavior or action that violates rules of conduct and behavioral expectations defined by the Board in its policies or administrative procedures. Gross disobedience or misconduct also includes any conduct, behavior, or activity of a student that causes, or may reasonably lead school authorities to forecast, substantial injury or disruption or material interference with school-related activities or the rights of other students or school personnel.

Acts of gross disobedience or misconduct may occur on school grounds, on a school bus, at any school-sponsored activity, or during any other activity reasonably related to school. If such an offense occurs off of school property, there must be a reasonable relationship between the conduct of the student and a potential impact on the school, its processes, or the student environment.

Gross disobedience and misconduct shall also include, but are not limited to, the following types of conduct and such other conduct as may be designated from time to time by the Board or the District administration:

1. Insubordination to school personnel, including failure to follow directions or to produce student identification or passes upon request;
2. Possession, use, or distribution of, or any attempt to use or distribute, any illegal or controlled substance, including alcohol, drugs or any look-alike drug or tobacco product, or drug paraphernalia;

Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not

permitted to attend school or school functions and are treated as though they had alcohol in their possession.

3. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
4. Exhibition of aggressive behavior, including bullying, or intimidation of, or any attempt to intimidate, other students or school personnel;
5. Fighting with, or any assault of, students or school personnel, or any use of violence, force, coercion, threats, intimidation, fear or other such conduct, or urging other students to engage in such conduct;
6. Theft of or intentional damage to, destruction of, or any attempt to damage or destroy, school property or property of other students or school personnel;
7. Verbal abuse of other students or school personnel, or use of profane words or gestures;
8. Endangering of the physical or psychological well-being of other students or school personnel by conduct or actions, including;
  - a. Improper release of a school fire alarm or tampering with fire extinguishers;
  - b. Starting, or any attempt to start, a fire on school property;
  - c. Setting off, or any attempt to set off, explosive devices on school property; or
  - d. Possession, use or display, or control or transfer of a firearm, weapon, or any reasonable facsimile.
9. Chronic and repeated incidents of misbehavior, including repeated refusal to comply with school rules;
10. Truancy, *i.e.*, absence from school or classes without valid cause during a school day or portion of one. No student shall be subject to punitive action

for chronic and habitual truancy, (as defined in The School Code), unless available supportive services have been provided to the student;

11. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) the use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
12. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
13. Any other acts which directly or indirectly jeopardize the health, safety and welfare of other students or school personnel.
14. Any other acts that violate the law, other Board policy, or administrative procedures.
15. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (1) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### **Discipline Based on Parent Refusal to Administer or Consent to the Administration of Certain Medications**

No student shall be subject to any disciplinary action that is based either totally or in part on the refusal of a student's parent or guardian to administer or consent to the administration of psychotropic or psycho-stimulant medication to the student. Nothing in this section, however, prohibits discipline of a student for violation of school behavior guidelines or engaging in gross disobedience or misconduct as defined in this policy and its accompanying administrative procedures.

## **Distribution of Policy**

Students will be informed annually of the Board's discipline policy. Additionally, this policy will be distributed to the parents/guardian of each student within fifteen (15) days of the beginning of the school year, or within fifteen (15) days after a transfer student begins classes in District 102.

**Legal Reference:**                    *School Code, 105 ILCS 5/2-3.13a, 10-20.14, 10-20.35, 10-22.6, 14-1.01 et seq., 14-8.05 and 24-24*  
*Individuals With Disabilities Education Improvement Act, 20 U.S.C. § 1401 et seq.*  
*Juvenile Court Act, 705 ILCS 405/1-8(F)*  
*Gun-Free Schools Act of 1994, 20 U.S.C. 8921 et seq.*

**Revised:**                                **4/23/97**  
**Revised:**                                **6/12/06**  
**Revised and Adopted:**        **6/11/2007**

Section E

# **AESOP**

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# Automated Educational Substitute Operator

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Aptakisic-Tripp School District 102 has implemented an automated service to simplify and streamline the process of notifying substitute when their services are needed in the district. This service, called AESOP, utilizes both the telephone and the Internet to assist substitutes in locating jobs in the school district.

Substitutes may interact with the system either on the Internet at [www.aesoponline.com](http://www.aesoponline.com) or by way of a toll-free, automated voice instruction menu system at 1-800-942-3767. **You can access a copy of the Aesop Quickstart Guide and Phone System Instructions on the Human Resources Webpage.**

The AESOP system will call substitutes within the call times we have defined:

6:00am – 11:30am, and 4:30pm – 10:00pm.

Substitutes will have the ability to define alternative calling times. These calling times cannot start or end later than the calling times shown above.

## What to do when AESOP calls you:

Substitutes may be prompted to enter either a PIN number and/or an Identification (ID) number. This information will initially reflect the substitute's home phone number as the ID and the last four digits of the substitute's home phone number as the PIN.

Substitutes will have the ability to change their PIN number at any time.

AESOP will provide the substitute with the following details of the assignment:

1. School name
2. Date(s) of the assignment
3. Room or location where you need to report
4. Start time
5. Any further instructions left by the absentee

The substitute will then be prompted to either accept or reject the assignment. Substitutes will also have the option to reject the assignment as well as all future calls for jobs on the day of the particular assignment. If the assignment is accepted, AESOP will issue a confirmation number that is needed for any follow-up inquiries. Substitutes should wait for this confirmation number – an assignment is not officially accepted until a confirmation number is issued.

## How to contact AESOP via the website:

Substitutes can also search for and accept available assignments and change personal settings by visiting AESOP at [www.aesoponline.com](http://www.aesoponline.com). Again, substitutes will be prompted to enter

## Assignment of Duties

Only AESOP and/or District Administrators are authorized to assign substitution duties.

If an employee asks for substitution coverage directly, please refer them to AESOP. Do not accept these duties. If AESOP has already assigned these duties, they will take precedence.

## Calling/Visibility Hierarchy

### AESOP Outbound Phone System:

The AESOP system is designed to call substitutes to fill vacant positions occurring within the next 48hrs. The system will not call substitutes for unfilled absences that are not occurring within the next 48hrs unless the substitute is shown as a "Favorite Five" on the Employee's Preferred Substitute List. The system is designed to call *available* substitutes in the following order:

1. Employee's preferred substitute list
2. School's preferred substitute list (in accordance to the designated hierarchy).
3. District's substitute list (this could include substitutes who have been excluded from the employee's preferred list if no other substitute accepts the assignment)

### AESOP Inbound Phone System and Online System

The AESOP system is designed to allow substitutes to call in or login and review, accept, decline and cancel available assignments. The system will not give assignment information to an excluded substitute or a substitute who is not on the District's substitute list. The system will not give assignment information that conflicts with any assignments previously accepted, conflicts with days designated as non-work days, and conflicts with the substitute's building preferences. What assignment information is given to substitutes is dependent on two factors:

1. When the absence was entered by the employee
2. Where the substitute falls within the hierarchy

## Availability

AESOP is designed to maintain parameters reflecting the assignments preferences of our substitute teachers. These parameters are not meant to limit the substitute's ability to accept assignments, but to streamline their interaction with the system so that they are not inundated with those assignments they would not normally accept.

Please note that some parameters do have time limits. While substitutes will never be called for assignments outside of their School Location preferences, the parameters set for Position and Subject Areas are only valid until 24hrs prior to the start of the assignment. What this means is that those assignments, which are not filled within 24 hours prior to the start time *may be* offered to substitute teachers via the phone system regardless of position and/or subject area preferences.

A substitute who expands his/her preferences to multiple buildings, positions, and subject areas will increase the number of assignments available to them.

### Coverage Needed for Aides (Instructional Assistants)

Instructional Assistants or “Teacher Aides” are an important part of the academic program. Many students rely on the assistance of aides. Aide absences make up a significant portion of the available substitution assignments. Aide Substitution Rate is the same as Teacher Substitution. Aide Substitution DOES count towards the Substitute Bonus Program. Aide substitution DOES NOT count towards the 90-Day and 120-Day statutory limitations for substitute teachers employed by the District in any school year, thus allowing substitute teachers to work more days within the District

### Coverage Needed at all Buildings

A majority of our District substitutes request only to be assigned at our elementary buildings. This results in a surplus of available substitutes for Tripp and Pritchett schools and an insufficient number of available substitutes for Meridian and Aptakisic.

### Changes to Assignments

Changes may be made to a substitute teacher’s assignment at the discretion of the building principal(s).

A substitute will be notified if an assignment has been cancelled via the AESOP phone system and/or the AESOP website.

### Leaving Feedback

AESOP includes a feature that will allow you to leave feedback to the absent Teacher.

District 102 strongly encourages substitutes to provide feedback to the classroom teacher through AESOP. This feature is located on your AESOP Homepage. Under the **Assignments requiring feedback** heading, select the : [provide feedback on this assignment](#) link.

**Aesop** has provided areas for you to write information. You can choose to respond to any or all of these questions. You can only provide feedback once. Once you have saved the information, you cannot return to this screen and add to or edit the information.

Once you have completed your feedback, select the **Apply Changes** button.

Section F

# Substitute Payroll

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# Substitution Compensation Rates

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## 2010-11 Substitution Daily Rate:

\$100.00/per full day

\$50.00/per half day

\$105.00/per full day for retired Dist 102 Teachers

\$52.50/per half day for retired Dist 102 Teachers

## Long-Term Teacher Substitution Rates:

\$100.00/per full day (while “shadowing”)

\$50.00/per half day (while “shadowing”)

\$125.00/per full day

\$62.50/per half day

Substitution assignments involving the coverage of one teacher are considered Long-term upon the eleventh consecutive day of certified teaching only. Most Long-Term assignments are pre-planned. Those individual assignments which become long-term assignments due to unforeseen circumstances may have compensation retroactive to the start of the assignment\*. Long-term substitutes are required to complete weekly timesheets.

Long-term substitution rates apply for Certified Teaching assignments only. Extended assignments for aide and secretarial substitution will be compensated at the standard substitution daily rate as stated above (Extended aide and secretarial assignments continue to count towards the Substitute Bonus Program).

## Substitute Bonus Program

Teacher, aide, secretarial, and nurse substitution assignments are counted as days worked towards the Substitute Bonus.

Long-term teacher substitution DOES NOT count as days worked towards the substitute bonus due to the increase in the rate of pay.

Unused days accumulated toward achieving one of the 25-day bonus periods at the end of the school year can be carried over to the beginning of the next school year. Substitutes will begin the subsequent year at the beginning bonus period, along with any carry over days not to exceed 24 days.

Example: Substitute “A” worked 83 days during the 2009/2010 School Year. The last 25-day bonus received was for 75 days worked in the District. Substitute “A” will begin the 2010/2011 School Year at “8” days worked towards the first (25-day) bonus.

Current Substitution Bonus Rates:

\$200.00	25 days worked
\$225.00	50 days worked
\$250.00	75 days worked
\$275.00	100 days worked
\$300.00	125 days worked
\$325.00	150 days worked
\$350.00	175 days worked

## Compensation Procedures

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Substitute Sign In/Sign Out Sheets:

All substitute teachers are required to sign in and sign out in the building office for all substitution duties performed (except long-term assignments where time sheets are required). It is imperative that each substitute teacher signs in and out, as well as record the time arrived and the time of departure. Missing information may delay compensation.

All compensation is determined from the information received on the Substitute Sign In/Out Form and Time Sheets only. Assignment of duties does not guarantee compensation if the Substitute does not complete the Substitute Sign In/Out form and/or a Time Sheet were applicable.

Time Sheets

Time sheets are required for all long-term or extended substitution assignments performed.

Time sheets are available in each building's main office. Upon completion, please submit time sheets to the building principal for approval.

Summary

<u>Duty Performed</u>	<u>Sign In/Out Form</u>	<u>Time Sheet</u>
Teacher	Yes	No
Aide	Yes	No
Nurse	Yes	No
Clerical	Yes	No
Long-Term	No	Yes
Extended Assignment	No	Yes

## Limitations on Days Worked

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### 90-Day Substitution Certificate:

State law restricts work to no more than 90-days in a single school district per school year for substitute teachers who hold a 90-day substitute certificate.

Days worked as an Aide, Clerical or Nurse substitute **DO NOT** count towards the 90-day limitation.

### 120-Day Limitation - TRS Annuitants

A retired teacher currently receiving retirement benefits from TRS (Teacher's Retirement System) is limited to 120 paid days (or 600 hours) per school year with the same employer in order to retain his/her retirement annuity. According to TRS guidelines, half-days are counted as one day; therefore, two half-days would be counted as two days towards the 120-day limit. A retired teacher cannot begin substitute teaching in the same year (July 1 – June 30) in which the teacher last paid contributions to TRS.

Days worked as an Aide, Clerical or Nurse substitute **DO NOT** count towards the 100-day limitation.

### 120-Day Substitution Limitation

State law restricts work to no more than 120-days in a single school district per school year for substitute teachers who hold a valid teaching certificate.

Days worked as an Aide, Clerical or Nurse substitute **DO NOT** count towards the 120-day limitation.

## Payroll Check Distribution

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Payroll checks are processed and distributed every other Friday. Payroll checks will not be distributed prior to the payroll check date unless the date falls directly on a non-banking holiday.

Payroll checks are mailed between 11:00 am and 1:00 pm on the date of issue. Payroll checks will not be held for pick-up unless prior request has been made by the Thursday before the payroll date. Payroll checks cannot be picked up prior to 10:00am. Failure to pick-up a payroll check that has been held by request will result in a delay of mailing until the next available business day.

If a substitute teacher is assigned at one of our schools on the payroll check date, every effort will be made to deliver the payroll check directly to the substitute teacher at the assigned building.

Payroll checks are valid for 6-months after the date of issue. If a payroll check has not been cashed within the 6-months it is void and a request for reissue must be made in writing.

Lost payroll checks must be reported to payroll as soon as possible. Request for reissue must be made in writing. The reissued payroll check may not occur until the next available payroll date.

For payroll related matters, please contact Joanne Rose in the Business Office at 847-353-5685.

### Change of Address

It is vital that any change of address information be communicated to both the personnel office and payroll. Miscommunication of address changes can result in a delay of payroll check delivery.

### Direct Deposit:

Contact Joanne Rose in the Business Office at 847-353-5685, should you have any questions concerning the Direct Deposit program or would like to request an Authorization for Direct Deposit form.

### Why sign up for Direct Deposit?

1. No trips to the bank
2. No lost payroll checks - Lost payroll checks may not be replaced for up to 2-weeks
3. Funds are available for use on the payroll date – no waiting for the deposited check to clear
4. Paychecks issued during school breaks will NOT be mailed until the afternoon of the payroll check date.
5. Paychecks issued on non-student attendance days will be available for pick-up when the District Offices are open; however, the check may not be mailed until the next available business day

By enrolling in the Direct Deposit Program, the possibility of a delay in receiving your earnings will be eliminated.

All bank information is kept confidential. Prior to actual monies being sent via direct deposit, a prenote or “test” is done to ensure that funds will transfer properly.

Information regarding your current bi-weekly payroll earnings as well as your earnings history can be viewed on EMPLOYEE ACCESS at your own convenience. Employee Access is accessible at work and at home. No waiting for check to arrive!

# Teacher's Retirement System of the State of Illinois (TRS)

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## What is TRS?

Created by the Illinois General Assembly in 1939, the Teachers' Retirement System of the State of Illinois (TRS) provides retirement, disability, and death benefits for certified teachers and administrators in public common and charter school districts located outside of Chicago.

## Who qualifies for TRS membership?

To qualify for membership in TRS, you must be certified under the provisions of the School Code of Illinois, employed in an Illinois public common or charter school that is located outside the city of Chicago, and employed in a position requiring certification by the Illinois State Board of Education.

Per the TRS (Teacher's Retirement System) Employers Guide, Chapter Three: Creditable Earnings:

*"In general, "creditable earnings" are forms of compensation that are recognized by TRS as salary for the reporting and retirement purposes. TRS accepts many, but not all, types of compensation..."*

## What does this mean for you?

All compensation for duties performed as anything other than as a teacher substitute will not be subject to TRS deductions and benefits and will not be reported to TRS as creditable earnings. Those earnings, which are not TRS creditable, will include FICA (Social Security) taxes as required by law.

For those substitute teachers who are currently receiving TRS retirement benefits, you will continue to receive compensation without TRS deductions and benefits; however, when substituting in an aide or clerical capacity, FICA will be included on these earnings as required by law.

## Summary:

<u>Duty Performed</u>	<u>TRS Creditable</u>	<u>Subject to FICA</u>
Teacher/Certified School Nurse	Yes	No
Aide, RN, Clerical	No	Yes
Additional Duties	No	Yes

## Contributions

TRS is partially funded by the State of Illinois through a continuing appropriations law. Additionally, each TRS-covered employer is required to remit contributions at a rate of .58 percent of current earnings and to make other employer contributions required by law.

Members and earnings on investments provide the majority of TRS funding. As a member, you are required to contribute 9.4 percent of your current earnings from teaching to TRS.

### Service Credit

Employers annually report to TRS your earnings, your contributions, and the number of days you were paid. You earn one year of service credit for 170 days worked in one school year. If you work less than 170 days, you earn service credit for each day paid at the ratio of days paid to 170 days. You can earn no more than one year of credit in any school year.

The TRS Member Guide provides information on other types of optional service credit that you may purchase.

### Retirement Benefits

If you have less than five years of service credit when you retire at age 65, you may receive a single-sum annuity. To qualify for a monthly retirement annuity, you must meet one of the following requirements:

<u>Years of Service</u>	<u>Age</u>
5	62
10	60
20	55*
35	55

\*You may use the early retirement option to avoid a discounted annuity. If you meet one of these requirements, you are guaranteed a retirement annuity for life. After you have been retired for one year and are age 61 or older, you will receive a benefit increase on the following January 1. The amount of the first increase will be equal to 3 percent of your current retirement annuity times the number of years you have been retired. Future increases are also 3 percent and are compounded.

### Refunds

If you leave TRS-covered employment, you may apply for a refund of contributions four months from your last day of teaching. As a substitute or part-time noncontractual teacher, you are not required to have an official resignation submitted and accepted by your employer in order to receive a refund. This requirement is only for contractual teachers.

When you take a refund, you give up all rights to benefits that TRS may provide. If you are considering a refund, please call the Counseling Services Department for an estimate of the potential retirement annuity you will lose if you accept the refund.

More information regarding TRS can be found at the following website: [www.trs.state.il.us](http://www.trs.state.il.us) (See Information Bulletin 0032, "Substitutes and Part-Time Teaching Issues").

Section G

# **Employee Access**

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# Welcome to Employee Access

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Employee Access is a web-based tool that allows an employee to view payroll related District News, Personnel, Time Off and Payroll Information.

In addition to viewing capabilities, Employee Access has functional links, which allows an employee to change their password and update emergency contact information.

Employee Access replaces traditional Advice of Deposits, Time Off Request forms, Supply/Order forms, etc.

Employee Access empowers the employee with instant access to current personnel information.

## Logging on to Employee Access is as Easy as 1-2-3...

Employees can gain entry to Employee Access through the District 102 Website. This website is set as the homepage on all internal computers.

1. Go to the District 102 Website: [www.aptakistic.k12.il.us](http://www.aptakistic.k12.il.us)
2. Click on the Employee Access link
3. Enter your Login and Password

## What is my Login and Password?

Login:

For most employees, The Employee Access login will be the first five letters of their last name and the first three letters of their first name followed by three zeros.

For example: Mary Smith = SMITHMAR000

Password:

An employee's initial password has been set to the password the employee provided to the Human Resources secretary upon employment. This password can be changed at the employee's discretion.

For those employee's whose last name is less than five letters or first name is less than three letters, use the space bar in place of the missing characters.

For example: TyDoe = DOE TY 000

## Forgot your password?

Please contact the Technology Office at 847-353-5690.

# Navigating through Employee Access

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*\*Grayed Items do not apply to Substitute Teachers*

## General

Emergency Contact & Med Info      View and Update Emergency Contact & Medical Info

Web Post Documents      View individual payroll related communications

District News      View general posted Payroll related communications  
Personnel Info      View current Personnel Information  
Change Password      Create (Change) Employee Access password  
Login History      View Historical records of login dates and times  
Report Options      Create user defined historical payroll reports  
(Advise of Deposit)

## Time Off

*Vacation      View allocated benefits and usage*  
*Sick      View allocated benefits and usage*  
*Personal Business      View allocated benefits and usage*  
*Other      View allocated benefits and usage*  
*My Requests      Submit Time Off requests via Employee Access*  
*My Approvals      Approve/Deny Time Off requests (Supervisors Only)*

## Payroll

W4 Info      View W4 and IL-W4 filing status  
Check History      View current/historical payroll information  
Check Estimator      Create adjusted pay/ded/tax info to show effect on net earnings  
Calendar YTD      View Current/Historical Calendar-To-Date payroll  
Fiscal YTD      View Current/Historical Fiscal-To-Date payroll  
W2 Info      View Historical W2 information statements

## Sub Tracking

My Sub Info      View current/Historical substitution assignments

### Change Your Password

Employees may change their password at any time.

1. Select Change Password (under General)
2. Complete in the information requested
3. Submit.

### View Payroll History

Employee Access allows employees to view both current and historical payroll information.

1. Select Check History (under Payroll)
2. Select the specific Check Number (in blue)
3. Select Back, located in the top left corner of the history information, to return to the listing of check numbers.
4. For different year information, select Prev or Next (when displayed),

### Advice of Deposit

Employees who enroll in the Direct Deposit program can view and/or print and Advice of Deposit in lieu of a payroll check via Employee Access.

Printing an Advice of Deposit is as easy as 1-2-3...

1. Select the "Report Options" link in Employee Access
2. Define/Select the parameters of the report
  - Employer Information
  - Employee Information
  - Check History (Enter the payroll MM/DD/YY in both the start and end fields)
3. Select "Create Report"; Print

### View Substitution History

Substitutes have the ability to view current and historical Substitution Assignment information. Substitution information is updated in correlation with the payroll process; therefore, only assignment information that has been processed for payroll is available for viewing.

1. Select My Sub Info
2. For information regarding a specific year, select Prev or Next (when displayed)
3. Select Back, located in the top left corner of the history information, to return to the current year