



## **NILES TOWNSHIP HS DISTRICT 219**

# **SUBSTITUTE TEACHER HANDBOOK 2015-2016**

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This handbook may be changed at any time at the sole discretion of the Board of Education and/or the Superintendent (whichever has appropriate jurisdiction), subject only to mandatory collective bargaining requirements.

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## **MESSAGE FROM HUMAN RESOURCES AND THE ASSISTANT PRINCIPALS**

Welcome to Niles Township High School District 219 and the 2015-2016 school year. We are pleased that you are a part of our instructional staff. Whether you are new to District 219 or are returning as a seasoned veteran, you will be serving a vital role in our schools. We seek quality people for our substitute openings because we strive to ensure the continuity of instruction in our curriculum and count on the substitutes to help us deliver that continuity.

We have put together this Substitute Handbook to familiarize you with District 219's policies, procedures and guidelines. This handbook will familiarize you with our common daily procedures and assist you in having a productive day. You should know that all our buildings are smoke-free. Furthermore, we are a Gun-Free School Zone.

Please review this handbook carefully. If you have any questions or concerns, please do not hesitate to contact the Main Office Coordinator. We wish you a positive experience working with our staff and students, and appreciate the contribution you are making to our schools.

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### **QUALIFICATIONS**

1. Must possess a bachelor's degree from a recognized institution of higher learning.
2. Must hold a license to teach in Illinois (PEL or SUB) issued by the Illinois State Board of Education that is registered in Cook County--Area 05 for the current school year.
3. Must have completed all required hiring documents and been approved by the Board of Education prior to substitute teaching. The required documents include:
  - a. Completed online application.
  - b. Record of Teaching/Sub License currently registered in Cook County.
  - c. Official, unopened transcript of college credit showing degree awarded (required for long-term assignments).
  - d. Fingerprint Based Criminal History Check Report
  - e. Employment Eligibility Verification I-9 form.
  - f. Proof of Identification and Employment Eligibility as required by the I-9
  - g. Other online forms
  - h. TRS information and Emergency Contact form.
  - i. Complete the Bloodborne and DCFS trainings
  - j. Physical Examination

If you have any questions, please contact our Human Resources Hotline at 847-626-3411.

## **RATE OF PAY**

The rate of pay for our Substitute Teachers is \$110/day. There is also the possibility to work long-term sub assignments which are paid at \$110/day for the first consecutive 10 days. At day 11, the rate of pay for long-term assignments raises to \$298.66/day. Only Substitute teachers that hold a Teaching License and are endorsed in the corresponding subject area are eligible for Long-Term Assignments. The rate of pay to sub for a Paraprofessional is also \$110/day. Please note that you may be asked to cover up to seven periods.

## **GENERAL INSTRUCTIONS FOR SUBSTITUTE TEACHERS**

### **PARKING**

1. A parking permit must be obtained in the Security Office at North and West. Tickets are issued to cars not displaying a permit.
2. NORTH - Park in the faculty lot on the west side of the building (by Edens Expressway) or in the designated area for teachers in the north parking lot (by Lawler Avenue). Please avoid spaces marked "visitor", "handicapped" and "travelling staff/administrators".
3. WEST - Park in the faculty lot located at the south end of the building or the west lot located next to Oakton Street. Please avoid spaces marked visitor, reserved or traveling staff.

### **IDENTIFICATION**

Every substitute teacher must report to the bookstore at either building to obtain an identification card. See the Main Office Coordinator prior to going to the bookstore and ask for your ID number.

### **BEFORE CLASSES BEGIN**

1. Report to the Main Office Coordinator located in the Main Office no later than 7:30 a.m, this time applies to both North and West. The main office coordinator will provide you with your schedule for the day, and any other pertinent materials.
2. The Main Office Coordinator will provide you with keys and special instructions.
3. If audio-visual material is to be used, the equipment will either be in the room, resource center, or you may check it out at the A.V. department located in the Information Resource Center (I.R.C.), middle hall, first floor at North and in the Information Resource Center (I.R.C.) located in Room 215 on the second floor at West. The A.V. staff can provide you with operating instructions; however, we expect you to be able to operate general A.V. equipment (movie, slide, overhead projectors and the VCR).

4. Staff in the Computer Center (Room 1320 at North and Room 2150 at West) will assist you in using the computer laboratories.

West - Lance Soltys: x2710

North - Robert Henderson: x2188

## **ATTENDANCE**

Locate class lists and an instruction sheet from the teacher's desk. Follow the written instructions regarding reporting and recording attendance in the classroom. Any further questions please see the Department secretary.

## **FOLLOW-UP OF ABSENCES FROM PREVIOUS DAYS**

The substitute teacher must distribute notices and summons to students and send certain students to the Dean or Department Director when requested.

1. Homeroom. Distribute to students all messages from the Dean's office including the computer printed "Unexcused Absence Notice" slips assigning students to detention. The messages can be found in the teacher's mailbox any time after 7:15 AM. The messages must be delivered to students daily.
2. For classes, study hall, and homeroom, refer to the "Daily Report of Attendance" (arrives daily in Teacher's mailbox) and:
  - a. Admit all students except those whose names are marked \*\*\*\*\*. Do not admit these students. Send them to the Deans' office immediately.
  - b. Students who are sent to the Deans' office at the beginning of class will return with an admit signed by the Dean. If the student does not return, mark the student absent. (This "Lockout" procedure is part of the Board of Education Policy).

A substitute who subs for more than one day in the same class should consult with the Director or the Dean for more detailed information about following up on attendance.

## **HOMEROOM – NORTH & WEST (10:31 a.m.-10:41 a.m.)**

1. Distribute mail to students. General announcements will be made over the public address system. You or one of the students should read the Daily Bulletin.
2. Take attendance by using the class attendance list for homeroom and deliver it to the Attendance Office as soon as possible. For end of the day classes, please drop off the class attendance list no later than 3:30 p.m.

## **STUDENT DISCIPLINE**

Our schools have detailed behavior guidelines for students as outlined in the Student Handbook. Copies are available in the Main Office. If you need assistance in interpreting these guidelines, please see a Dean, Director, a teacher or the Assistant Principal. Substitute

teachers may write referrals for student behavior problems. When submitting a referral for a student always include the teacher's name for whom you are subbing, as well as your name.

### **CLASSES**

1. Try to solve problems yourself.
2. If a student is continually disruptive, be specific and factual when describing the incident on a Student Referral form and give it to the Department Director.
3. Follow the established routine as closely as possible. Write your name, date and assignments on the chalkboard. Introduce yourself, take attendance, and begin your work immediately and assertively.
4. Follow the lesson plans of the teacher. Please do not create your own lesson.
5. Expect good behavior from students. Please move about the room and answer questions tactfully.
6. Students may not leave the classroom except in "URGENT" situations. You will need to give them a pass to go to the Nurse's Office. Release only one student at a time with a pass.
7. Instruct students to remain in their seats until the bell rings to dismiss them. Prevent students from gathering at the door before the bell rings. Be firm.

### **AFTER CLASS**

1. Leave the classroom in an orderly fashion. Close windows, turn off lights and lock the door.
2. Return all materials to the teacher's office desk.
3. Complete the Substitute Teacher Report form and place it in the teacher's mailbox or on their desk. Leave a brief report of any specific problem.
4. Remember to turn in your attendance rosters.
5. Return keys to the Main Office Coordinator's location. Be sure to put keys in the designated place and sign out.

### **UNASSIGNED TIME**

During your unassigned periods, you may remain in the classroom, if available, or use the Faculty Cafeteria or Faculty Lounge which are located on the first floor of the building near the student cafeterias. NOTE: You may leave the building during your lunch period; however, if you leave during any other unassigned period, you must notify the Main Office Coordinator. Personal business should not be conducted during class time. The phone in the Faculty lounge may be used, when necessary, for a personal phone call. The use of cellphones is NOT permitted during class time.

### **INJURY ON THE JOB**

If injured while substituting, report the injury immediately to the school nurse who will ask

you to complete an incident form.

## **SUPERVISION ASSIGNMENTS**

If you are assigned a supervision duty, follow these instructions while on duty:

### **Study Hall Supervision**

1. Report to your assigned Study Hall room and log into the computer promptly to be ready to direct students to swipe in using their ID card.
2. All students are to be seated prior to the sound of the bell tone and are to remain in their assigned seats until the dismissal tone.
3. YOU ARE NOT TO ISSUE ANY PASSES FOR STUDENTS TO LEAVE STUDY HALL EXCEPT TO GO TO THE NURSE.
4. Students are expected to be quiet and study during the period.
5. Students who are disruptive are to be warned. A continuance of inappropriate behavior is to result in a Student Referral which is to be given to the Dean.

## **MANAGING THE CLASSROOM EFFECTIVELY**

Continuation of the learning process in each classroom depends on whether the substitute can maintain a classroom environment that is conducive to learning. The Substitute Teacher Handbook includes the following guidelines to help contribute to a positive classroom atmosphere where students can have genuinely productive learning experiences.

### **GUIDELINE I: PREPARATION**

A substitute teacher who is well-prepared for each day of teaching will be less distracted by procedural matters and, therefore, can provide more meaningful instructions to students. Substitute teachers can effectively prepare themselves by following the suggestions listed below:

1. Early arrival. Arriving at least 30 minutes before school starts will give substitute teachers time to obtain needed information from the department and main office, acquaint themselves with the classroom, and familiarize themselves with the learning activities planned for students by the absent teacher. Be sure to pick up the mail from your teacher's mailbox(es) and distribute to students, as needed. Note that there may be items for homeroom students as well.
2. Obtain needed administrative information. Substitute teachers are to report immediately to the Main Office Coordinator to obtain their schedules for the day. Substitutes then should check in with the Department Director's secretary. If there are any questions pertaining to lesson plans or materials, ask the Director's secretary for clarification.
3. Substitute teachers should familiarize themselves with the location of supplies,

materials, and information before students arrive. This will enable you to efficiently carry out your instructional duties. While looking over the classroom, substitute teachers should locate the posted emergency drill procedures, and review the seating plan.

4. Know instructional goals. Substitute teachers should know what the instructional objectives are, how the instructional material is to be presented, and what teaching materials are to be utilized.

### **GUIDELINE II: TAKE CHARGE OF THE CLASSROOM**

Substitute teachers should take charge of the classroom immediately and conduct administrative chores efficiently which will set the stage for instructional success. Substitutes must establish their authority quickly and convincingly from the outset. Below are three suggestions.

1. Start the class decisively. Substitute teachers who greet students cheerfully, make eye contact, and observe students as they settle down, give the impression that they are in charge of the class. By starting the day quickly, firmly, and decisively when the bell rings, substitute teachers signal to students that learning has begun.
2. Take attendance efficiently. A substitute teacher who takes attendance quickly and accurately sends a clear message that instructional time is important.
3. Give directions clearly. A substitute teacher who gives succinct directions remains in charge of the classroom.

### **GUIDELINE III: CLARIFY EXPECTATIONS ABOUT STUDENT CONDUCT**

Students will sometimes test a substitute teacher to find out how far they can stretch the rules for behavior. Testing like this can probably never be completely eliminated, but a substitute who is clear in their expectations will face this less frequently. By presenting a positive attitude and clarifying your expectations, managing the classroom will be easier. Using these guidelines will help to achieve this goal.

1. Review the classroom discipline plan. The student handbook lays out the rules in a clear and concise manner and many teachers have developed their own procedures to help enforce these rules. If possible, familiarize yourself with the teacher's discipline plan and let the students know that you will be following the same guideline. Absent a specific plan, have your own procedures in mind. You should be prepared with consequences, and also positive reinforcements, that fit within the framework of the student handbook. Students respond well in a structured environment when the expectations are clear and enforced in a fair manner.
2. Give specific directions about desired behavior. Before a substitute begins any activity, students should be given specific step-by-step information regarding how the teacher wants the activity carried out. Substitute teachers may find it necessary

to give one part of the directions, and then wait until students have carried out the first step of the directions before continuing.

3. Give specific directions about expected behavior. During the classroom period, substitutes should provide specific feedback, both positive and negative, including information about the appropriateness of students' behavior. This feedback, delivered in a pleasant but matter-of-fact tone, provides signals to help students control their own behavior.
4. Circulate frequently around the room. Staying on your feet and moving constantly will enable you to see all the students in the class. This is especially true in the computer labs, science labs and P.E. classes. When students believe the teacher is watching them, they are less likely to misbehave.

#### **GUIDELINE IV: COMMUNICATE THE SIGNIFICANCE OF LEARNING**

The goal of a substitute teacher is to provide students with continuity in learning when the regular teacher is absent. One powerful way for substitutes to insure this goal is to communicate to students the significance of the days learning.

1. Minimize time spent on procedural matters. A substitute teacher can demonstrate a concern for the importance of instructional time by reducing the time spent on procedural matters such as taking attendance. A substitute can maximize the time spent on learning by having materials and supplies ready. Students should become actively involved in lessons as quickly as possible.
2. Require student attention and participation. Substitutes should not allow students to shuffle papers, get out materials, or do other work when directions are being given for assignments. To ensure that students understand the directions, a skillful substitute might ask individual students to repeat parts of the directions. During group learning activities, a substitute teacher should give students many opportunities to be active learners. During individual work periods, students should be held accountable for completing work within the time allotted. Another way to assist students in completing their work is for the substitute to remind them about expended time, helping them use the clock to pace their work.
3. Provide learner feedback. Another way to communicate the importance of learning is by providing feedback to students about their work. Because systematic feedback should be provided to students about how well they have done, a substitute teacher should schedule time to quickly review any independent work just completed. Scheduling a review period allows the substitute to determine if anyone is having difficulty and needs assistance. These reviews also let students know that the work they are doing is important.
4. Provide closure at the end of the period. At the end of each day or class, a substitute teacher should leave time to bring closure to the learning activities. The teacher

should remind students about homework and compliment them for academic achievements and appropriate behavior.

If these guidelines are followed, the substitute teachers at Niles Township District 219 will have created the kind of classroom atmosphere that will be conducive to effective instruction. A well-managed classroom is a classroom in which students can learn. If a substitute teacher has any questions or problems, they should immediately contact the Director of the area in which they are substituting or the Assistant Principal in the Main Office.

### **EMERGENCIES DUE TO POWER FAILURE - (NORTH AND WEST)**

In the event of a power failure, we will give instructions to everyone via our emergency public address system. All students should be required to remain quiet and listen for instructions. When electrical power fails, either from causes inside or outside the building, emergency lights and power are automatically activated to light most, but not all, parts of the building that receive no natural light. When power fails, we lose all heating, ventilating and air conditioning capabilities, in addition to the clock and bell system. Our P.A. system and telephones, however, are powered by an emergency generator.

Follow these procedures in power failures:

1. Teachers with classes should keep students in classrooms until instructions are received via the P.A. If there is no natural light in the classroom, please move to any nearby, unoccupied classroom, or into the hallway, and wait for instructions.
2. Teachers without assigned classes should move to the hallways, resource centers, and cafeteria to hold students in their location to wait for instructions and keep order in the building.
3. Administrators will be dispersed throughout the building to assist students and teachers in coping with the emergency.
4. The Principal and/or Assistant Principal will be stationed in the Main Office to receive information about the restoration of power and to give instructions.
5. Power failures, particularly those caused by internal problems, are usually quickly remedied. Students should not be encouraged to believe that school will be dismissed. We probably can remain in the building safely without power for as long as two hours. Even if a decision to dismiss school is made, we need at least an hour advance notice to the bus company in order to provide bus service.

### **FIRE DRILL REGULATIONS ARE POSTED IN EVERY CLASSROOM AT NORTH AND WEST**

Procedures:

1. IT IS IMPORTANT TO BE AWARE OF, AND PLAN FOR, AN ALTERNATE EXIT IF YOUR ASSIGNED EXIT IS BLOCKED.

2. Lead students out of the building in orderly pairs, quickly and quietly - using the proper stairs and exits. Each teacher is to supervise his or her own group to the designated exit.
3. Teachers who have no classes at the time the fire signal sounds should step into the corridors at the sound of the signal and be ready to give directions and control whenever the need arises. These teachers must also leave the building following the students who are the last to leave.
4. All teachers should see that the windows and doors in their classrooms are closed, in order to avoid the updraft that has been so dangerous in other fires.
5. Handicapped students should be assisted from the building by fellow students, or taken to their designated "safe room."
6. The female and male teacher nearest each girls' and boys' washroom should inspect these rooms for occupants immediately after the last student has left her/his classroom.
7. Teachers should know which rooms adjacent to their classrooms are unoccupied each period of the day - and inspect those rooms for occupants immediately after the last student has left their classroom.
8. Do not attempt to salvage anything such as books. Do not carry any articles which might be dropped and result in someone tripping. Girls should take their purses with them.
9. Students should not go to their lockers.
10. Every person must leave the building.

### **NILES CENTRAL**

Niles Central is the District 219 program for students with behavioral disorders who need an environment outside the mainstream high school setting. It is located at 7700 Gross Point Road next door to the District 219 offices. The Niles Central program requires patience and a high degree of professionalism. Students work in a structured, "leveled," behavior management system in small classrooms. Substitute teachers function as team members and are given peer assistance when accepting this assignment. Upon arrival at Niles Central, please report to the Administrative Assistant for instruction on using the behavior management system.

Anne Hellmer, Director

626-3120

Reggie McClure, Administrative Assistant 626-3100