

Substitute Teacher Handbook



Community Consolidated School District 146

6611 W. 171st Street
Tinley Park, IL 60477
708-614-4500

District146.org

facebook.com/district146

twitter.com/ccsd146tweets



Table of Contents

Welcome to School District 146	3
Administration Center Staff	4
Ad Center Support Staff	4
Telephone System	4
Becoming a District 146 Substitute and Maximizing the Experience	6
Application	6
Licensure	6
State Substitute Requirements	6
License Renewals	6
Professionalism	6
Student Testing	7
Annual Renewal	7
403(b) Tax Deferred Annuity	7
Affordable Care Act	7
Assignments, Work Hours/Limits, Compensation	7
Assignments – AESOP	7
Work Limits	7
Compensation	8
Paystubs	8
Substitute Teachers as Paraprofessionals	8
Workdays/Hours	8
Planning the School Day	8
Procedures Before School	8
Procedure During the Day	9
Close of the School Day	9
Other Suggestions	9
School District 146 Acceptable Use Policy	11
Sexual Harassment Policy	11
Definition of Sexual Harassment	11
Quid pro quo	12
Hostile environment	12
Examples of Behavior That Could Constitute Sexual Harassment	12
Potential Victims of Harassment	13
District Liability	13
District's Obligation to Correct Existing Problems	14
Honoring Complainant's Request for Confidentiality	14
District's Additional Duties	14
Whom to Contact with a Report or Complaint	15
Title IX Coordinator	15
Complaint Managers	15

Welcome to School District 146

The role played by a substitute teacher in School District 146 is a vital one. It involves assuring that the instructional process will proceed in as near to normal fashion as possible in spite of the absence of the regular classroom teacher.

This booklet outlines general information about the school district and general requirements for substitute teaching. Also included is specific information about substitute responsibilities.

The information presented in this handbook can be consistently followed in all schools in the District. However, each building may have additional procedures with which the substitute should become familiar. Please make it a point to discuss with the building principal any matter pertaining to your work and/or the educational program.

Substitute teaching is a challenging assignment. We're here to help to make your assignment meaningful for you and profitable for the students you will be working with.

Thank you for your willingness to substitute and your contribution to the education of our students.

Sincerely,

Dr. Jeff Stawick

Superintendent of Schools

Administration Center Staff

Dr. Jeff Stawick, Superintendent.....	708-614-4500
Mrs. Wendy Wolgan, Curriculum Director.....	708-614-4500
Mrs. Carey Radke, Coordinator of Teaching and Learning.....	708-614-4500
Mrs. Kelly Voliva, Director of Student Services	708-614-4500
Mrs. Brooke Dundas, Coordinator of Bilingual Education	708-614-4500
Mrs. Brianne Oliver, Coordinator of Special Education	708-614-4500
Mr. Jeff Charleston, Director of Business Service	708-614-4500
Mr. Vern Bettis, Director of Technology	708-614-4500
Mr. Matt Shanahan, Director Buildings & Grounds	708-614-4500

Ad Center Support Staff

Mrs. Angela McGhee, Assistant to the Superintendent and Board.....	708-614-4500
Mrs. Char Ruhbeck, Human Resources Specialist.....	708-614-4500
Mr. Keegan Kociss, Communications Specialist.....	708-614-4500
Ms. Shannon DePersia, Assistant to Curriculum Director	708-614-4500
Mrs. Carmen Ford, Assistant to Student Services Director.....	708-614-4545
Ms. Feda Mari, Family Support Specialist... ..	708-614-4545
Ms. Kina White, Student Services Clerk.....	708-614-4545
Mrs. Susan Campbell, Controller... ..	708-614-4500
Mrs. Lisa Stein, Payroll.....	708-614-4500
Mrs. Cheryl Witas, Accounts Payable	708-614-4500
Mrs. Karen Jemilo, Assistant to Director of Technology	708-614-4500
Mrs. Cindy Chor, Technology Support Level III.....	708-614-4500
Mr. Steven Korpall, Technology Support Level III	708-614-4500
Mrs. Faith Evans, Building Secretary.....	708-614-4500

Telephone System

Community Consolidated School District 146 has direct calling to each of its schools. The district and school telephone numbers are:

Administrative Office & Student Services 708-614-4500

6611 West 171st Street
Tinley Park, IL 60477
district146.org

Central Middle School 708-614-4510

18146 S. Oak Park Avenue
Tinley Park, IL 60477
central.district146.org
Principal: Dr. James Clarke
Asst. Principals: Mr. Kevin Kuzanek & Mrs. Rebecca Ferrebee
Building Secretaries: Mrs. Julie Miner and Ms. Jan Collins

Fierke Education Center 708-614-4520

6535 W. Victoria Drive
Oak Forest, IL 60452
fierke.district146.org
Principal: Dr. Damien Aherne
Building Secretary: Mrs. Regina Mayer

Fulton School. 708-614-4525

6601 W. 171st Street
Tinley Park, IL 60477
fulton.district146.org
Principal: Mrs. Megan Mitera
Building Secretary: Mrs. Delia Bienemann

Kruse Education Center..... 708-614-4530

7617 Hemlock Drive
Orland Park, IL 60462
kruse.district146.org
Principal: Mrs. Kim Hartnett
Building Secretary: Mrs. Renee Kusper

Memorial School. 708-614-4535

6701 West 179th Street
Tinley Park, IL 60477
memorial.district146.org
Principal: Mr. Joe Trsar
Building Secretary: Mrs. Marie Payonk

Becoming a District 146 Substitute and Maximizing the Experience

Application

District 146 prefers that individuals interested in substitute teaching visit the district office to request an application packet. The packet contains all employment and tax forms that must be completed, and expedites the processing of applications. Applications submitted through the website's online application system must be supplemented by additional materials. Please contact the HR office for more information.

Licensure

Law requires that all teachers, including substitute teachers, hold a valid Illinois license. A teaching (PEL) or substitute license may be secured through the Illinois State Board of Education. The license must be registered in Region 7. A printout of the license and endorsements (as applicable) from the Illinois Educator Licensure Information System (ELIS), as well as official transcripts, must be on file at the School District 146 Administration Center prior to employment as a substitute.

State Substitute Requirements

Anyone with a valid Professional Educator License (PEL), Substitute License (including TRS retirees), or a Short-Term Substitute License (STS) interested in working as a substitute teacher in any Illinois school district must first contact their local Regional Office of Education or Intermediate Service Center for fingerprinting, background check, and TB requirements. Upon approval by the ROE/ISC, substitutes will be given a packet of information that can be copied and given to districts in which a substitute would like to work.

The District 146 local Intermediate Service Center is:

South Cook Intermediate Service Center
253 W. Joe Orr Road
Chicago Heights, IL 60411
708-754-6600

License Renewals

District 146 will monitor substitute credentials to ensure teaching licenses, whether Substitute Licenses or PELs, remain valid and registered in Region 7. Substitutes with an invalid, lapsed, or unregistered license will be immediately removed from the district roster.

Professionalism

It is expected that all persons accepted as substitute teachers strive to promote the image of the school district within the community and will use proper channels available within the school to articulate concerns.

Principals have the ultimate right to decide who will and will not be allowed to work as a substitute in their school. Teachers are asked to provide feedback on substitutes – good and bad. It is important to follow the instructions left by the teacher, never leave students alone without a licensed teacher, and always show respect for students and the teacher's classroom and possessions. Substitutes who ignore

teacher instructions and building rules will not be invited back.

Student Testing

Substitute teachers and retired teachers are often utilized as supervisors during student testing. These testing day assignments are paid as sub days and must be counted against the daily and/or hourly annual limits. Retirees going over the current 120 day or 600 hour limit are putting their pensions in jeopardy.

Annual Renewal

Annually, all district substitutes receive a notice that acts as reasonable assurance that the district will retain them as a sub for the following school year. Subs are given a form to confirm contact information and are asked to sign, date, and return the form no later than July. District 146 must have a current form on file for a substitute to continue working in the district. The district assumes anyone not returning the signed notice has resigned and they will be removed from the active sub roster.

403(b) Tax Deferred Annuity

The district has a 403(b) plan available to all qualified employees. Anyone interested in making tax deferred contributions to a 403(b) annuity should contact Char Ruhbeck in Human Resources.

Affordable Care Act

Effective January 1, 2014, the Affordable Care Act requires employers to offer access to medical insurance to anyone working an average of 30 hours per week over a pre-determined period. District 146 has elected a 12-month period. At the appropriate time, the district will review work records to identify anyone who qualifies.

Assignments, Work Hours/Limits, Compensation

Assignments – AESOP

District 146 uses AESOP, an online sub placement system, to fill substitute teacher and substitute paraprofessional (para) assignments. With this system, substitutes can search for available assignments anytime, either by calling a toll-free number or by logging in via the web. AESOP will also search for substitutes for unfilled assignments, by phone, based on preference lists managed by the district. For special circumstances or in an emergency, school secretaries will contact substitutes directly.

Once paperwork is complete, subs new to District 146 will receive an AESOP login and password. Subs can review training materials on the AESOP website 24/7 once access is provided by the district.

When an individual becomes a substitute teacher or para for District 146, it is expected that he/she will be available for substitute work on a regular basis. If an emergency situation arises and the substitute cannot work at all, the HR Office should be informed as soon as possible. Non-workdays should be logged in the sub's AESOP account.

Substitutes are not allowed to cancel an assignment through AESOP once it is accepted. If a sub accepts an assignment and finds he/she is unable to fulfill the assignment, it is critical that he/she calls the school directly to notify the building secretary. As much advance notice as possible is always appreciated. Questions regarding the AESOP system should be directed to Char Ruhbeck at 708-614-4500.

Work Limits

Substitute teachers with a Substitute Teaching License are limited by School Code to working a maximum of 90 days in the same teaching position in a district. While the state *allows* licensed teachers to work an unlimited number of days in any one district (but only 120 days for any one teacher), **District 146 limits the total cumulative hours that teacher subs can work to 1,199 hours for the school year.** This includes any subbing done for support staff. This equates to about 160 7.5 hour work days.

Paraprofessional and other support staff subs are limited to working 599 hours per school year.

The state also limits retired teachers receiving a pension from TRS to working 120 days. The district will be monitoring the days worked by subs; however, retirees are ultimately responsible for tracking their days worked. Exceeding the limit will jeopardize a teacher's pension.

Compensation

All substitute teachers are compensated at the rate of \$150 per day.

Substitutes with a Substitute License who accept a long-term assignment of at least 20 days for the same teacher (i.e., childcare or medical leave) are compensated at a rate of \$175 per day. Substitutes with a PEL (Professional Educator License) who accept a long-term assignment of at least 20 days for the same teacher, or one which evolves into a long-term assignment, will be paid \$225 per day.

Payroll checks for substitute work completed will be delayed by one pay period. Pay periods are every other Friday for all district employees. Please contact Lisa Stein in payroll with any questions.

Paystubs

Payroll information can be accessed via Skyward, the district financial system. All subs will receive an e-mail with login information directly from Skyward. Once logged into Skyward, employees can view and print paystubs.

Substitute Teachers as Paraprofessionals

As our pool of substitute teachers far exceeds our pool of substitute paras, the district encourages substitute teachers to request that they also be added to our list of substitute paras. Not only does this help the district fill para assignments, it also gives sub teachers access to more assignments.

Substitute paras are paid \$98.00 per day and are limited to working 599 hours in any one school year. Any hours a teacher sub works as a para are counted against the combined 1,199 hour annual total for teacher subs.

Workdays/Hours

Teacher hours are 8:30 a.m. to 3:45 p.m. in the elementary schools and 7:50 a.m. to 3:05 p.m. at Central Middle School. Paraprofessional hours are 8:25 a.m. to 3:55 p.m. in the elementary schools and 7:40 a.m. to 3:05 p.m. at Central Middle School. Plan to arrive about 15 minutes early. The school calendar can be printed from the district website.

Planning the School Day

Procedures Before School

1. Upon entering the building, the substitute should report to the principal or secretary at the K-5 buildings, or the principal or assistant principal at Central Middle School.

2. The principal or designee will take subs to their teaching stations and help organize materials for the day.
3. The principal or designee will discuss information related to building regulations, fire drills, lunch periods, recess, bus duty, restroom use, planning period, etc.
4. The principal or designee will advise on any reports to be completed.
5. The teacher will provide some or all of the following:
 - Substitute folder
 - Lesson plans
 - Teacher's copy of texts
 - Grade book
 - Class list
 - Seating chart
 - Class or unit schedule
 - Daily attendance form
 - Special duties assigned to children, such as safety patrol, tutoring, and lunchroom responsibilities
 - Rules and regulations for the school.

In addition, teachers have the option of uploading documents into the AESOP system for use by the assigned substitute. It is the sub's responsibility to follow the instructions left by the teacher. Substitutes who ignore instructions left by the teacher will not be invited back.

Procedure During the Day

1. Report to the principal, school nurse, or building secretary immediately if an accident occurs which needs their attention.
2. Correct all papers and workbooks unless otherwise instructed by the principal or teacher (note teacher's instructions in the substitute folder).
3. The teacher escorts his/her class to and from special activities that include music, physical education, restroom breaks, lunch, and building exits at dismissal. Under no circumstances are students to be left alone without a licensed teacher.
4. Substitutes may be assigned to a class during a scheduled planning period.

Close of the School Day

1. Complete any required reports.
2. The substitute teacher serving a limited number of days will not record grades in the teacher's record book.
3. Children who ride the bus are not to be detained at the end of the day unless prior arrangements have been cleared with the principal.
4. Before leaving, the teaching station should be in good order and all children shall have left. The windows should be closed, and window coverings adjusted.
5. Report to the principal, secretary, or assistant principal before leaving the building at the close of the day to deliver a report on the day's work and to sign the attendance sheet, if applicable.

Other Suggestions

1. Get acquainted with basic texts used in all grades so that instructional procedures will be familiar. All texts can be found at the local libraries.
2. Get acquainted with the operation of computers, DVD players, and other media. District 146 has a technology-rich curriculum. Be prepared to get hands-on experience with various equipment and software.
3. Substitutes called upon for first or second grade should be able to teach manuscript writing.
4. Understand that substitutes are not babysitters. Follow and complete assignments as given in the teacher's plan. Take charge of the classroom.
5. Be understanding. Children must be given a chance to adjust.
6. Teachers are not permitted to administer corporal punishment. If a child's behavior is beyond control, take him/her to the principal's office.
7. Be prepared for bus and recess duty. Substitutes for teachers with either of these or any other extra duties, **should consider these part of their day's work.**
8. When class is scheduled to go to music, physical education, the media center, or the lunchroom, the substitute must accompany them to their destination and pick them up at the appropriate time.

School District 146 Acceptable Use Policy

District 146 offers its students a technology rich curriculum and environment. Substitutes may have access not only to the internet but to other instructional hardware and software. The Technology Acceptable Use Agreement is part of the initial paperwork that is completed by everyone who is employed by District 146.

By accepting as assignment with Community Consolidated School District 146, substitutes are stating that they agree to abide by the Technology Use Agreement and will use district resources only as they relate to district educational practices. Please be respectful of the hardware and software found in the classrooms.

Sexual Harassment Policy

Sexual harassment of employees is prohibited by Title VII of the Civil Rights Act of 1964 and the Illinois Human Rights Act. Sexual harassment of students is prohibited by Title IX. Sexual harassment of minors may also constitute criminal sexual abuse. Additionally, lawsuits alleging sexual harassment have asserted that it violates an individual's rights under the Equal Protection Clause of the Fourteenth Amendment. Victims may also assert a state law tort claims such as intentional infliction of emotional distress.

Persons accused of sexual harassment also have legal protections. Alleged harassers have First Amendment free speech rights and Fourteenth Amendment due process rights. Certificated employees are protected by teacher tenure rights. Unionized employees usually have the right to be disciplined only for just cause under applicable collective bargaining agreements. Persons accused of harassment who believe that their reputations have been damaged by false claims may also bring claims against the accuser or the school district under various state tort theories such as invasion of privacy, libel or defamation or intentional infliction of emotional distress.

Sexual harassment of employees is prohibited by Title VII of the Civil Rights Act of 1964 and the Illinois Human Rights Act. Sexual harassment of students is prohibited by Title IX. Sexual harassment of minors may also constitute criminal sexual abuse. Additionally, lawsuits alleging sexual harassment have asserted that it violates an individual's rights under the Equal Protection Clause of the Fourteenth Amendment. Victims may also assert a state law tort claims such as intentional infliction of emotional distress.

Persons accused of sexual harassment also have legal protections. Alleged harassers have First Amendment free speech rights and Fourteenth Amendment due process rights. Certificated employees are protected by teacher tenure rights. Unionized employees usually have the right to be disciplined only for just cause under applicable collective bargaining agreements. Persons accused of harassment who believe that their reputations have been damaged by false claims may also bring claims against the accuser or the school district under various state tort theories such as invasion of privacy, libel or defamation or intentional infliction of emotional distress.

Definition of Sexual Harassment

The definition of sexual harassment is the same under both Title VII (employee harassment) and Title IX (student harassment). "Sexual harassment" is defined as unwelcome sexual advances, requests for

sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of sexual nature where:

Submission to that conduct is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or educational benefits;

Submission to or rejection of that conduct is used as a factor in decisions affecting employment or education; or

Such conduct unreasonably interferes with an individual's job/school performance or creates an intimidating, hostile or offensive environment.

There are two types of sexual harassment under Title VII and Title IX:

Quid pro quo

This is harassment by an individual who has decision-making power that affects employment/educational benefits. Typically, quid pro quo harassment occurs in the employment setting when a supervisor makes promotions or continued employment contingent upon the granting of sexual favors. For students, quid pro quo harassment can include making grades dependent on sexual favors. A single advance is enough to constitute harassment in a quid pro quo case.

Hostile environment

This is verbal or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working/educational environment. The conduct must substantially affect the work or educational environment to constitute harassment. Such a claim usually requires a pattern of conduct with a repetitive and debilitating effect. Unless a single instance is extremely severe - for instance, the touching of intimate body areas - one instance is not enough to constitute harassment. Some of the factors to consider when attempting to ascertain whether a hostile environment exists are:

- Whether the conduct is verbal, physical or both
- How frequently the acts are repeated
- Whether the conduct is hostile or patently offensive
- Whether the conduct is perpetrated by a person in a position of authority
- Whether other people joined in the activity
- Whether the conduct was directed at an individual or a group

Examples of Behavior That Could Constitute Sexual Harassment

- Conditioning a job benefit on accepting a sexual advance
- Crude jokes and pictures
- Unwelcome sexually-oriented comments or compliments
- Unwelcome touching, requests for dates, displays of affection
- Comments to another regarding one's sexual experiences

- Teasing related to physical characteristics
- Spreading rumors regarding a person's alleged sexual activities

Remember, not all sexual conduct is sexual harassment. By definition, sexual conduct that is "welcome" is not prohibited sexual harassment under Title XII (employee harassment). However, harassment against a student is almost always deemed "unwelcome".

Further, conduct outside of school hours and/or off school property may constitute sexual harassment if it affects an individual's working or educational environment. Title IX protects students at all school programs, including extracurricular programs and athletic events, and may encompass conduct on a school bus or at a school sponsored event occurring off campus.

Potential Victims of Harassment

Anyone can be the victim of harassment. Sexual harassment in the school setting can involve students, staff and even third parties (e.g., parents, volunteers, vendors) including:

- Sexual harassment of employees by administrators, co-workers, students or third parties;
- Sexual harassment of students by staff or third parties;
- Sexual harassment of students by other students ("peer sexual harassment")

Further, both men and women can be the victims of sexual harassment.

District Liability

Under the Title VII (employee harassment) a school district is automatically liable for quid pro quo harassment by a supervisor when an employment decision such as pay, promotion, or discipline is based on an individual's acceptance or rejection of sexual advances. A school district is liable for a hostile work environment created by supervisory misconduct unless the district can prove that:

- it exercised reasonable care to prevent and promptly correct any sexually harassing behavior, and
- the complaining party unreasonably failed to take advantage of preventative or corrective opportunities by the district or to avoid harm otherwise.

The mere existence of a sexual harassment policy is not enough to shield a district from liability. Rather, the school district must ensure that its employees know of the policy. Finally, hostile environment harassment by a co-worker or non-employee may result in school district liability when the school district knew or should have known of the harassing conduct.

Under Title IX (student harassment), a school district will be liable for sexual harassment of a student by a teacher if a district official with authority to institute corrective measures had actual notice of, but was deliberately indifferent to, the teacher's misconduct. A school district will be liable for peer-to-peer sexual harassment if:

- the school district had actual knowledge of the alleged harassment;
- school personnel were deliberately indifferent to the sexual harassment; and
- the harassment was so severe, pervasive, and objectively offensive that it deprived the victim of access to educational opportunities or benefits offered by the school.

It is unclear whether "actual knowledge" must be held by an administrator, or if a teacher's knowledge is enough to establish liability. Under either statute, if liability is established, a school

district may owe the victim compensatory damages, back pay and/or attorney's fees.

District's Obligation to Correct Existing Problems

School districts have a duty to reasonably respond to, investigate, and remedy claims of sexual harassment. The district should promptly, adequately and completely respond to a problem or complaint no matter how it learns of the problem, documenting its investigation along the way. Remedial action against a harasser should be appropriate in light of the evidence uncovered.

Courts evaluate a school district's response by looking at:

- Whether the district had a policy prohibiting sexual harassment
- The mechanism for complaining of such conduct
- The district's specific response to a complaint
- The promptness of the district's response after it learned of the harassment

The school district's response must be prompt. Tacit approval of the harassment by delay may be as damaging to the district as the conduct itself. If the harassment is sufficiently open, widespread or notorious, a court may conclude that the school should have known of it even if no actual complaint was filed.

Also, school districts are required under Title IX to implement comprehensive grievance procedures that students can use to complain of alleged sex discrimination, including sexual harassment. All school districts must designate at least one employee as a Title IX Coordinator.

Honoring Complainant's Request for Confidentiality

Often a student or employee will ask that his or her name be kept confidential during a sexual harassment investigation. In such a case, the school district may attempt to protect the confidentiality of the complainant or informant as much as possible without compromising the investigation or failing to pursue the complaint. In addition, the person requesting confidentiality should be informed that the district's policy protects them from retaliation.

District's Additional Duties

The law imposes on school districts an affirmative duty to prevent sexual harassment and a duty to know or make a reasonably diligent inquiry about potential sexual harassment. The district cannot wait for a problem to occur. Some preventive actions the district should adopt include:

- Affirmatively raising the subject with all employees and students
- Expressing strong disapproval of the misconduct
- Informing employees and students of their rights and potential sanctions
- Developing appropriate sanctions
- Developing methods to sensitize all employees and students to the problem

The most important action the district can take to prevent harassment and to minimize liability is to develop and effectively implement an explicit policy against sexual harassment and to communicate this policy clearly and regularly to staff and students.

Employees should report claims of sexual harassment to the Title IX Coordinator and/or use the Uniform Grievance Procedure, Board policy 2:260. Employees may choose to report to a person of the employee's same sex. Initiating a complaint of sexual harassment shall not adversely affect the

complainant's employment, compensation, or work assignments.

Whom to Contact with a Report or Complaint

Title IX Coordinator

Wendy Wolgan
Curriculum Director
Community Consolidated School District
146 6611 W. 171st St.
Tinley Park, IL 60477 708-614-4545
wwolgan@district146.org

Complaint Managers

Kelly Voliva
Director of Student Services
District 146 Administration Center
6611 W. 171st St.
Tinley Park, IL 60477
708-614-4545
kvoliva@district146.org

Dr. Damien Aherne
Principal
Fierke Education Center
6535 West Victoria
Oak Forest, IL 60452
708-614-4520
daherne@district146.org