

Substitute Handbook



COMMUNITY CONSOLIDATED SCHOOL DISTRICT 89

www.ccsd89.org

District office: 22W600 Butterfield Road, Glen Ellyn IL

(630) 469-8900

info@ccsd89.org

Arbor View Elementary School 22W430 Ironwood Drive, Glen Ellyn - (630) 469-5505

Briar Glen Elementary School 1800 Briarcliffe Blvd., Wheaton - (630) 545-3300

Park View Elementary School 250 S. Park Blvd., Glen Ellyn - (630) 858-1600

Westfield Elementary School 2S125 Mayfield Lane Glen Ellyn - (630) 858-2770

Glen Crest Middle School 725 Sheehan Avenue, Glen Ellyn - (630) 469-5220

CCSD 89 preschool is held at Briar Glen Elementary School

Forms and more information on substitute teaching are available at www.ccsd89.org/substitute

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INFORMATION ABOUT COMMUNITY CONSOLIDATED SCHOOL DISTRICT 89

Description of district

Community Consolidated School District 89 serves nearly 2,300 students from Glen Ellyn, Lombard, and Wheaton, Illinois. The district has four elementary (K-5) schools, one middle school, and a preschool program. Most graduates of Glen Crest Middle School go on to attend Glenbard South High School in Glenbard District 87. Doug Eccarius is the superintendent for CCSD 89.

Statement of educational philosophy

CCSD 89 will empower all learners to recognize and optimize their full potential.

The education of each student is a mutual responsibility shared by the school, student, home, community, and society. CCSD 89 is committed to fulfilling its share of responsibility by providing appropriate learning opportunities which will encourage every single student to grow intellectually, socially, physically, and emotionally toward full development of their potential, and to use their talents and acquired skills in serving and improving society.

The district's purpose is to provide an educational program that encourages the development of self-direction in students and helps them become lifelong learners. We recognize that each individual possesses a unique combination of learning style, learning rate, abilities, family background, interests, and emotions. At any given time, there is variance in the stages of growth and development among students who are of similar chronological age.

Provision for individual differences is made through an organizational framework that facilitates continuous progress. The framework is designed to:

- Meet the academic needs and interests of the learner at the student's instructional level.
- Provide opportunities for the learner to proceed at an optimal rate and in accordance with the student's learning style.
- Enable each learner to have success-oriented experiences to promote learning and development of a positive self-image, as well as the freedom to make mistakes and learn from them.
- Provide opportunities for each learner to actively participate in all four learning environments: by oneself, with several other children, in whole class situations, and in large-group situations.
- Promote the use of a variety of instructional materials and resources.
- Provide continuous evaluation and feedback related to progress and development of the learner.

The CCSD 89 curriculum is a dynamic, evolving plan that is responsive to changes taking place within the home, community, society, and the field of education. The district seeks to provide a curriculum that reflects the unique characteristics, needs and expectations of the CCSD 89 community. District administrators believe that the community expects its schools to provide a solid foundation in language arts, mathematics, and the arts and sciences, as well as appropriate physical education activities.

The instructional program is designed to emphasize the following student goals:

- Students will develop the basic skills in reading, writing, speaking and listening.
- Students will develop skill in mathematics.
- Students will develop a desire for learning now and in the future.
- Students will develop an appreciation of democratic ideals and an understanding of the obligations and responsibilities of citizenship in a democratic society.
- Students will develop background and skills in the natural science, social sciences, and physical sciences.
- Students will develop pride in work and feeling of self-worth.
- Students will develop an appreciation of and skills of the fine arts.

Although these seven goals receive emphasis throughout a student's learning experience in CCSD 89, the district also strives for additional goals in other program areas. These goals are delineated in the curriculum guide relating to each subject area.

The district staff further believes that this community expects an educational environment that provides intellectual challenges, enriching experiences, and encouragement of creative expression. In this environment a cooperative atmosphere prevails. The nature of the atmosphere encourages each learner to develop self-discipline and social responsibility; nurture and appreciate other learner's cultural and national heritage; foster respect for individual, cultural, and ethnic diversity; and recognize the significant contributions of all people.

The success of our program is dependent upon the quality of interpersonal relationship between teacher and student. CCSD 89, therefore, seeks to employ those who value the uniqueness of each individual student and who strive to develop a constructive connection to learning.

The constant changes taking place within society demand continuous evaluation and improvement of our educational program. Revisions shall be in harmony with the findings of sound educational research related to child growth and development as well as teaching methodology.

Our commitment can be satisfactorily achieved only with the full cooperation, support, and active involvement of all who share responsibility for the welfare and development of our students.

Types of organization

The school principals use a variety of organizational practices to implement the district policy of “continuous progress.” A substitute teacher working in several different schools will work with students in multi-age groups at times and at other times with more homogeneous age groups. It would not be unusual to be working closely with another staff member in a teaming or cooperative effort, or to have an aide assisting you. It would difficult for substitute teachers to fully understand the rationale behind each grouping unless they have taught in that situation on several occasions. Substitute teachers will need to maintain a flexibility that allows movement from one organizational pattern to another within a building as they move from school to school.

Teachers who substitute often in CCSD 89 schools will soon become aware that each school has certain identifiable techniques for handling the movement of students, for handling materials, etc. Learning these techniques quickly will make the substitute teacher a valuable asset to the teachers and principal.

Where is CCSD 89 located?

The district boundaries include parts of Glen Ellyn, Lombard, and Wheaton. The geographic boundaries are generally defined by Roosevelt Road on the north extending to just south of Butterfield Road. On the east, the district serves children near Route 355. To the west, the boundaries extend just west of Briarcliffe Boulevard in Wheaton. If you need more specific directions to a school, please call the individual school. A map is on page 4.

Arbor View School

22W430 Ironwood Drive
Glen Ellyn
Principal: Dawn McCray
dmccray@ccsd89.org
Secretary: Jaclyn Ackerman
(630) 469-5505

Briar Glen School

1800 Briarcliffe Boulevard
Wheaton
Principal: Mitch Dubinsky
mdubinsky@ccsd89.org
Secretary: Michele Baillie
(630) 545-3300

Park View School

250 S. Park Boulevard
Glen Ellyn
Principal: Kristie Mate
kmate@ccsd89.org
Secretary: Stephanie Mullany
(630) 858-1600

Westfield School

2S125 Mayfield Lane
Glen Ellyn
Principal: Kristen Ulery
kulery@ccsd89.org
Secretary: Tessa Carter
(630) 858-2770

Glen Crest Middle School

725 Sheehan Avenue
Glen Ellyn
Principal: Brett McPherson
kprice@ccsd89.org
Secretary: Daenon Scobee
(630) 469-5220

District Administration Center

22W600 Butterfield Road, Glen Ellyn IL

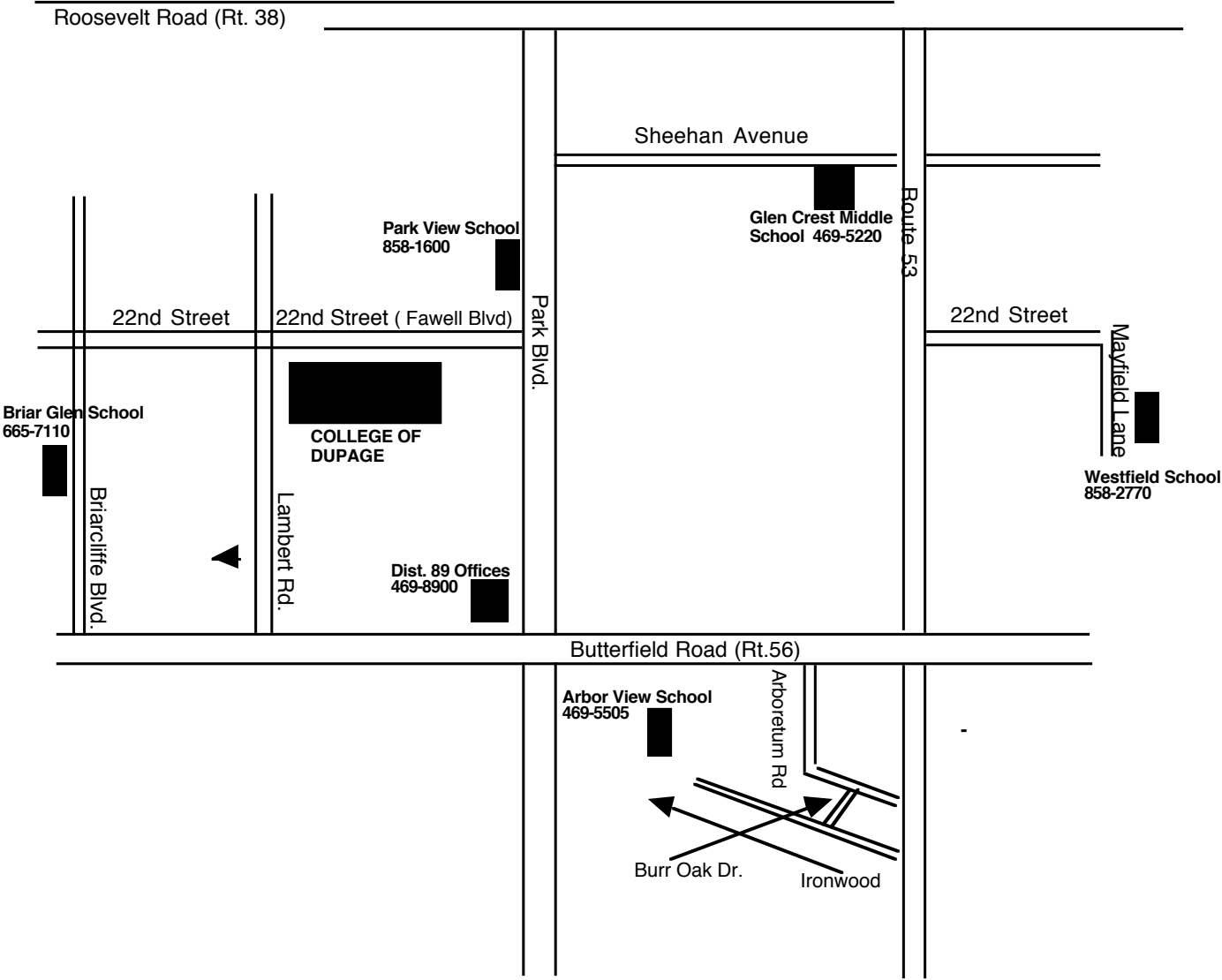
info@ccsd89.org

(630) 469-8900

Dr. Jill Kingsfield
Assistant Superintendent for Learning
jkingsfield@ccsd89.org
Administrative Assistant: Barb Kosartes
(630) 545-3514

Courtney Magliano
Human Resources Coordinator
cmagliano@ccsd89.org
(630) 545-3509

CCSD 89 SCHOOLS MAP



EMPLOYMENT

This handbook will provide general information and guidelines concerning your employment. This handbook does not create or intend to create a contract of employment, either expressed or implied. A substitute is an at-will employee or independent temporary contractor of CCSD 89, and the relationship with the district may be terminated by the substitute or the district at any time - with or without cause. CCSD 89 administration shall place a temporary substitute in the position and at the school that - at the discretion of the administration - is in the best interests of the district's students. In addition to this handbook, you may receive specific rules and regulations relative to your duties from the building principal. The administration has the discretion to move a substitute from one building to another if one building has a greater shortage of employees. If there is anything in this handbook that does not correspond with a Board of Education policy, the official Board policy takes precedence. All CCSD 89 Board of Education policies are available online at www.ccsd89.org/board

SUBSTITUTE TEACHER QUALIFICATIONS

Availability

Students develop relationships with certain teachers they have met on several occasions. Successful substitute teachers sense the organizational climate of a school and make it a special effort to learn about classrooms to help achieve the imperatives: high achievement, high satisfaction, and efficiency. Teachers and principals request certain substitute teachers in an effort to continue a positive relationship between a substitute teacher and the classrooms within that building. Substitute teachers will need to access AESOP regularly to obtain substitute positions. Successful substitute teachers will sense the organizational climate of a school and direct their efforts toward helping to meet the goals of the school's organizational pattern.

Certification

Substitute teachers must hold a valid Illinois teaching or substitute license currently registered in DuPage County, which qualifies the substitute teachers to teach the grade level and subject they teach, or must have a bachelor's degree from an accredited college or university. CCSD 89 prefers to employ certified teachers as substitutes.

Evidence of Physical Fitness and Freedom from Communicable Diseases

Prior to the first day of employment, substitute teachers must submit an affidavit (supplied by the district office) on which a licensed physician certifies they are able to perform such duties as may be assigned and are free from any communicable disease. This examination is at the substitute teacher's expense.

APPLICATION PROCEDURES

Application form

A completed application form with the following supporting transcripts must be on file in the district office prior to substitute teaching in CCSD 89: Physical form, TB test (X-ray or Tuberculin Skin Test results), Illinois Teacher License, or Substitute License, Criminal Investigation Background Check, W-4 Withholding Statements, Employment Eligibility Verification, and Abused and Neglected Child Report Act.

School/grade/subject preference

Applicants should indicate on the proper form their willingness to substitute in any position or indicate specific subject areas they prefer to teach. It is also helpful if applicants indicate those subject areas they would not want to teach. Grade level preference is also important information.

EFFECTIVE SUBSTITUTE TEACHERS

Confidentiality

A substitute teacher in CCSD 89 is expected to act with professionalism in representing the school district and in the disposition of their classroom responsibilities. When called to a school, a substitute may be employed to work on behalf of a teacher who is attending training outside of the school district, is working on a committee assignment within the building, or is simply absent due to a scheduled appointment or sudden illness. While each teacher is required to have a lesson plan for use by a substitute teacher, the detail within that plan may vary due to the specific situation surrounding the teacher's absence. Comparing one teacher or school with another publicly diminishes a substitute's value to that organization.

Students come to school to learn academically and socially. Most students want to and will do the right thing. Understand that children sometimes act differently in different environments. Just like adults, children have good days and bad ones. As teachers, the goal is to help each child experience a positive day in class. Constructive comments about students should be directed toward the principal or classroom teacher. Comments about students to others outside of the school are unproductive and may be damaging.

Continuity and control

A lesson plan left by a teacher is a guide, not a minute-by-minute direction of how to teach a lesson. Teachers differ widely in the manner in which they write lesson plans. Unless teachers know ahead of time that they are going to be absent, their plan for a class may consist of a few key words and page numbers, but in no way spell out the ways and means they plan to use to most effectively convey the concepts. Herein lies the challenge for the substitute teacher implementing a lesson plan from scratch.

Creative substitute teachers build activities around the concept and remain true to the goals of the lesson the classroom teacher has prepared.

Substitute teachers stand in the place of the regular teacher and, as such, have the authority and responsibility to maintain the learning environment. Many teachers post classroom rules or have such rules available as a part of their plan book. These rules are familiar to the students and following them maintains classroom continuity. Substitute teachers have the support of the building principal in carrying out their task as a regular teacher. It is not within the substitute teacher's authority to use corporal punishment or detain students beyond regular school hours. Punitive student management techniques are largely ineffective as they tend to focus on the student as a person rather than the problem encountered. The building principal and fellow teachers at that grade level may be of assistance in providing suggestions and procedures for student discipline.

SUGGESTIONS FOR CLASSROOM SUCCESS

DO exhibit confidence when you walk into a classroom. You are not “just a sub”. You **are** the teacher for that day.

DO dress professionally. “Far out” dress may attract negative behavior. Jeans are not appropriate.

DO learn the rules and emergency procedures quickly. The health, welfare, and safety of students will depend on your familiarity with these important processes.

DO ask questions regarding fire drill and tornado drill procedures, if there is any doubt. Such instructions are posted in every classroom. Familiarize yourself with the contents of the crisis management folder in the teacher’s desk paying close attention to any notes the teacher may have left regarding health issues for individual students.

DO demand a good classroom-learning atmosphere. Stay engaged with the students throughout the day. A continuous flow of learning activity will accomplish the job more effectively than treats or threats. (Because we have students who may be at risk of certain foods, please do not give treats to the students.)

DO pinpoint problems in the class. Try not to generalize your comments about unsatisfactory student behavior, but direct it only to students whose behavior needs improvement.

DO remember that students are unique individuals who learn in groups.

PROCEDURES AT WORK

Sign in and sign out

Sign in at the school office when you first enter the building. You will sign out at the school office at the close of the day. Doing so gives the office opportunity to communicate with each substitute regarding the need for their services the following day.

Reporting attendance

At the elementary level (K-5), attendance is taken and reported to the school office first thing in the morning and immediately upon return from lunch. Students who are released from school early are released through the school office, and you will be notified of such in writing or over in intercom.

At the middle school, attendance is taken and reported at the beginning of each class period. Children who leave school early or report late do so through the school office.

Hours of work

Elementary (K-5)

Substitute teachers need to arrive at school at 8:10 am. The first bell for the elementary school rings at 8:40 a.m. A tardy bell rings at 8:50 a.m. Lunch break is from 11:45 a.m. to 12:35 p.m. The school day ends at 3:35 p.m. Early Childhood Specialized Academic classroom hours are from 8:50 a.m. to 2 p.m. Preschool morning hours: 8:30 a.m. to 11:10 a.m. Preschool afternoon hours are 12:30 p.m. to 3:10 p.m.

Middle school

Substitute teachers need to arrive at school at 7:20 a.m. or one half hour before the assigned class.

Classes for the middle school start at 7:50 a.m., with a 41-minute lunch break. Classes end at 2:35 p.m. At the close of the school day, substitute teachers may leave after they have completed checking papers, written a report for the regular teacher, and checked out at the school office.

Tell us about your experience

Please leave a note for the classroom teacher concerning your day. The classroom teacher wants to know that you had a good day and were able to cover the lesson materials that were left for the day. If you did not have a good day, please drop a note or tell the principal. Each principal has an email address that is listed on page 3 of this handbook.

Complete the pink evaluation sheet provided by the building secretary and return it to the office when leaving.

Reflection

Principals may periodically observe the work of a substitute teacher and offer suggestions in areas needing improvement. It is proper for substitute teachers to inquire of the principal or other teachers regarding the quality of their work. It is a sign of strength for a substitute teacher to acknowledge difficulties with certain classes of students and seek ways of being successful in the situations.

When a substitute needs a sub

If you have agreed to substitute teach or have been substituting for several days, and you find that you cannot meet your commitment, please alter ABSENCE MANAGEMENT in the Frontline Education System immediately and call the office of the school where you were scheduled to work.

LIABILITY PROTECTION

Substitutes are afforded the same protection given to all teachers in the district under the Illinois School Code. Since liability usually involves levels of lack of supervision or negligence, substitute teachers should not leave students unattended at any time. If an emergency must take you from your classroom, use the telephone in your classroom to ask for assistance.

The school communication system

To help promote learning and provide for the safety of staff and students, each school has various communication devices available to all teachers.

Classroom telephones

Every classroom has a telephone that allows calls to the office or calls outside of the school. During the day, teachers prefer to have incoming calls silenced and routed to voicemail to not interrupt the class. Teachers expecting an important call, generally notify the secretary so they can be alerted.

School intercom system

Each classroom has a wall-mounted button that activates the intercom system that contacts the office. Push the button and remove your finger. The office will respond and hear your responses through a wall-mounted speaker.

At the middle school, push the lever to “T” (talk) and announce your room number. Release the lever and the office personnel will answer. Do not push the lever again to talk.

Warning systems

Every school is equipped with an alarm horn for notification of fire and notifier lights that alert personnel to leave the building as described in the fire plan.

Technology

Each classroom is equipped with a computer and projector. Many classrooms also have SMART boards and document cameras. Teachers may leave lessons requiring use of technology; if you are in need of help, please ask another teacher or building administrator. The school secretary can be of assistance with use of the copy machine.

SPECIAL EDUCATION PROGRAM DESCRIPTION

Resource: serves students with identified disabilities that receive supports throughout their day and may require intervention outside of the general education classroom.

Modified Instructional Program: Serves students with identified disabilities that receive supports throughout their day and may require a modified curriculum.

Specialized Academic Classroom: Serves students with identified disabilities with a focus on developing functional life skills in the area of academics, communication, self-help, and social skills.