



TALBOT COUNTY  
*Public Schools*

...each student will learn, grow and succeed.

# Substitute Teacher Handbook 2011-2012

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## **WELCOME TO THE TALBOT COUNTY PUBLIC SCHOOL SYSTEM!**

Welcome to the Talbot County Public Schools, where children are our top priority. The mission of the school system is that “each student will learn, grow and succeed.” To accomplish this mission, the talents and skills of many people are needed.

We welcome your interest in the Talbot County Public Schools and appreciate your willingness to invest in the young people of this community. Thank you for sharing your talents with us!

Karen B. Salmon, Ph. D.  
Superintendent



As a substitute teacher for the School District of Talbot County, we consider you to be an essential and valuable part of our educational team. We appreciate your willingness to provide service to our students and teachers in your role as a substitute. We also acknowledge the challenging nature of this task.

This handbook has been developed to assist you professionally and to present important guidelines that will enable you to make your substitute teaching a rewarding experience. It is your responsibility to read this handbook and all of the materials provided to you prior to substituting for the first time.

Our goal is that... Each student will learn, grow and succeed with the best possible education. We wish you a successful, productive and rewarding school year!

Thank you,

Stacey L. Smith  
Substitute Coordinator

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## **GENERAL DUTIES**

### **Reporting to the Office**

1. Arrive at least 30 minutes before classes begin, as noted on AESOP, unless other arrangements have been made with the school. If you receive a late call, arrive as soon as possible.
2. Register in the Main Office by recording your name on the "Substitute Sign-In" sheet.
3. Ask for a copy of the teacher's schedule and find out if there are any extra duties or activities for this day. Clarify the lunch schedule; high schools in particular have complicated bell schedules for lunch dismissals.
4. Obtain the teacher's lesson plans, class roll, books, etc., (if they have been left in the office).
5. Insure the classroom doors are unlocked BEFORE leaving the office.
6. Request forms for routine procedures (absentee slips, hall passes, etc.)
7. Inquire about other responsibilities such as hall duty, lunch duty, etc., and procedures used to safeguard teacher's materials.
8. Check the schools policy on recording attendance BEFORE leaving the office. (How and when is it done?)

### **Before Classes Begin**

1. Introduce yourself to the department head, team leader, and/or a teacher in an adjacent/nearby classroom so that you'll have someone to call on if you have any questions or problems. Ask about special notes, etc. that need to be sent home with students.
2. Organize materials to be used during the day (notice from office, handouts, etc.). Check any equipment that will be used to ensure that it is working properly.
3. Locate the class seating charts.
4. Locate the office call button, intercom or classroom telephone.
5. Familiarize yourself with the fire drill and other emergency procedures, as well as the evaluation plan posted in the classroom, fire extinguisher location, and call button locations.
6. Locate the faculty lounge/dining area, adult rest rooms, team meeting areas, etc.
7. Familiarize yourself with the teacher's lesson plans and Teacher's Editions of the Textbooks.
  - As time permits, make notes on the lesson plans in your own words so that you'll be more comfortable with the materials and better organized in your presentation.
  - Write down key concepts, definitions, examples, etc.

- Write down questions you will ask the students, and answer questions you anticipate the students will ask.
8. When the bell rings, STAND in the doorway and greet the students as they enter the classroom. Be professional, friendly, and enthusiastic about the day. This first impression will take you a long way.
  9. Write your name on the chalkboard/dry erase board.

## **During Each Class**

### **First Impression**

Making a good first impression is an important part of getting started and setting the tone for the class. You want your students to perceive you as professional and friendly. Greet them at the door as they enter the room. Don't shuffle through papers; look ill at ease or unprepared when class begins.

1. Begin class as soon as the bell rings. A prompt, organized beginning will project an "in-charge" image. If any student is still standing after the bell, ask them to be seated.
2. Follow the lesson plan furnished by the teacher or note any changes you implemented.
3. Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class from the day before).
4. Throughout the class, do your best to ensure that each student understands the lesson.
5. If the students are doing seatwork or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
6. Don't let the instructional pace drag.
7. As much as the lesson plan will allow, vary the student's role during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternately listen, write, and discuss. Younger students in particular have short attention spans; so plan a variety of activities to prevent their getting restless.
8. Vary the order in which you call on students.
9. Avoid confusing students by jumping abruptly from one activity to the next. Make the transition between activities systematically.

### **Planning Period and Lunch**

1. Substitutes do not have a planning period. Check with the School Manager to see if there is coverage needed elsewhere in the building.
2. If possible, lock the classroom when you leave it. Do not leave handbags or valuable items unattended.

3. DO NOT LEAVE THE SCHOOL DURING THE REGULAR SCHOOL DAY; consult the Principal or School Manager if an emergency arises BEFORE leaving the building.

### **Throughout the Day**

1. Do your best to follow the lesson plans and carry out the assigned duties left by the permanent teacher. (Over 75% of permanent teachers report that they spend at least 45 minutes preparing lesson plans and materials for substitute teachers. Having invested both time and energy into these plans, permanent teachers feel very strongly about having them carried out.)
2. If you are unable to locate the lesson plans or necessary materials, act quickly, calmly, and with confidence by utilizing the materials and ideas you have planned for emergencies.
3. **Whatever situation or challenge you are faced with, always strive to be positive and respectful.**

### **Before the Students Leave**

1. Collect student's work.
2. If the teacher has classroom sets (calculators, scissors, books, etc.), be sure to have them all returned before the students leave the classroom. (It is much easier to locate one missing calculator in a class of 30 than trying to find it somewhere in the whole school.)
3. Challenge students to recall projects and topics they have studied that day.
4. Remind students of homework. Writing homework assignments on the board will help both you and the student remember.
5. Have students straighten up the area and clean around their desks.
6. Give the students specific directions for end-of-class housekeeping chores. For example, rather than asking the class to "put everything away", request that the first person in each row collect the dictionaries or that the students throw away scrap paper as they leave the room.
7. Compliment the students on their performance, and thank them for their good behavior and work. Let them know that you will be informing the classroom teacher what took place.
8. Complete the substitute teacher report at the end of the day.

### **End of the Day**

Being a professional is just as important at the end of the class period/day as it is at the beginning. What you do just before the bell rings will be the impression students take with them.

1. Organize and label the students work.

2. Complete and leave a Substitute Teacher Report for the teacher in the “Classroom Procedures Notebook” informing him/her how the day went. Be honest and note specific problems. Also make note if you were unable to complete the lesson and how much you were able to cover. If you prefer, you are also able to write your report on AESOP. Sometimes this is the preferred way to contact the teacher because they can access the notes before they arrive in the classroom the next day. Either way you decide to leave a message is fine.
3. Leave the teacher’s materials and student work in the classroom or in the office as instructed.
4. Sign out in the Main Office. The Substitute Register Book is tied to your Paycheck. By filling in out correctly, there won’t be any problems paying you.

## **In Conclusion**

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

## **CLASSROOM MANAGEMENT**

An effective substitute teacher strives to create a climate in which success is expected, academics are emphasized and the environment is orderly.

As a substitute teacher, it is essential to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the best prevention of major classroom difficulties.

Often a class will “test” a substitute teacher. Students may try to gain status by upsetting class routines. Your response to these situations is crucial. Teacher self-control is a must! You must begin by establishing order during the first minute of the first period of the day. Your responses must be calm, firm yet fair, and tempered with good humor. You can prevent many problems with a combination of planning, awareness, and sensitivity.

To assist you in maintaining discipline, the following guidelines are recommended. Study them and implement them appropriately in your specific substitute-teaching situation.

1. Before entering the classroom, ask the school administrator/designee for information on the “school’s discipline policy” and other information on any special discipline policies or procedures followed at this school.
2. Always insist that the students address all teachers and adults by their titles: Mr., Mrs., Miss, Ms., Coach, etc.
3. Remember that you are an adult leader and therefore not a “pal” to the students.
4. Set clear limits/standards/rules for the students and then be CONSISTENT in enforcing them.
5. Use peer social pressure to encourage good behavior. Do not punish the group for the misbehavior of one.
6. Expect students to behave well and PRAISE STUDENTS for their good behavior.
7. As you speak, CIRCULATE in the classroom to monitor activity and to target trouble spots.
8. Use your voice, eyes, and other nonverbal body language to communicate.
9. GO TO THE STUDENTS when they request help. This avoids confusion and unnecessary commotion.
10. Pause and wait, if necessary, for attention and silence before speaking. Avoid sarcasm and shouting.
11. DO NOT TOUCH STUDENTS! It is critical that you refrain from ANY physical contact with students. Please do not put yourself in a situation that could result in accusations of misconduct!
12. Don’t make promises or threats!
13. Be prepared. Keep activities moving and students working. Always have some additional activities planned.
14. Use a POSITIVE approach.
15. If you have a problem in maintaining classroom discipline, consult one of the school’s administrators or safety officers.
16. Whenever possible, avoid an open clash with the student(s). Kindness and sympathy, lined with firmness is a far better way of maintaining classroom control.
17. Work with the established classroom procedures rather than disturb them by trying to impose an entirely new system for just 1-2 days.
18. Use the seating chart! If one is not provided make your own and let the School Manager know that one was not provided for you.

### **Substitute Teacher Qualities**

1. Be a teacher – not a study hall keeper.
2. Be straightforward. Let the students know you have lesson plans and that you have the responsibility to follow these plans.
3. Be respectful of your students... they need patience, consistency, good judgment, and a sense of humor.
4. Be genuinely interested and concerned for the students.

5. Be friendly (but firm), enthusiastic, and open-minded.
6. Be active and energetic in the classroom.
7. Be poised and calm in all situations.
8. Be assertive – do not hesitate to step in and take charge of your assigned class or student situations in the room or in the halls.
9. Be professional and ethical at all times in attitude and relationship with pupils, staff members and parents.
10. Be adequately prepared and on time for your assignment.

**Don't:**

- Be late.
- Use cellular phones during instructional times, **OR** while in the presence of any students.
- Use profanity.
- Touch students or their belongings.
- Tell jokes.
- Discuss your personal problems.
- Make a big deal out of a minor behavior problem.
- Place students in the hallway or in a corner of the room as disciplinary action.
- Keep students after the bell.
- Overreact.
- Complain to the students.
- Let the student(s) have access to the teacher(s) grade book.
- Be a know-it-all.
- Embarrass or humiliate a student in any way.
- Allow students to leave your class without a pass.
- Give candy, treats or food of any kind to students (**unless** prior approval from school manager has been given).
- Use a trip to the Main Office as a threat to force good behavior.

## **DISCIPLINE PROCEDURES**

As much as possible, **attempt to handle most situations yourself**. However, should situations in the classroom arise which are difficult for you to handle, contact the Principal or School Manager immediately.

## **AVOIDING NEGLIGENCE**

Primary among many substitute teachers' concerns is protecting their students from harm, and themselves from lawsuits. While not all accidents can be avoided, liability for them can be if the teacher has provided adequate supervision. The following guidelines are offered to help you prevent injuries to

students under your care, act responsibly in the event of accidents, and avoid legal problems should mishaps occur.

1. NEVER LEAVE STUDENTS UNATTENDED – Use the classroom intercom, phone, or send a student with a message if you need to contact the principal, another teacher, etc.
2. NEVER USE CORPORAL PUNISHMENT WITH STUDENTS – Corporal punishment includes hitting, pushing, pinching, and forcing a child to stand up for long periods of time, making a student do push-ups, or use any physical force.
3. NEVER GIVE MEDICINE OF ANY KIND (Including Aspirin) TO STUDENTS – Refer students who are taking medication to the office or nurse for supervision.
4. Don't order a disruptive student to leave class unsupervised. Instead;
  - Use the intercom to ask for assistance from the office,
  - Ask another teacher to escort the student to the office, or
  - Ask another teacher to supervise your class while you escort the student to the office.
5. Caution students against hazards or unusual conditions such as slippery floors, which require extraordinary care.
6. Maintain a neat, orderly, and safe environment for the students.
7. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, etc.)
8. Report accidents or injuries to the office or nurse immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself.
9. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status (excused to go home, waiting for parent pick-up, etc.)
10. Follow school procedures for allowing students to leave campus early.
11. Do not keep students after class or after school.
12. No persons from outside the school should be permitted to question or interview students except in the presence of the principal, assistant principal or principal designee.
13. If someone comes to the classroom to pick up a child, refer him or her to the office. The student should not leave your class unless you have permission from the administration.
14. Obtain permission from the principal before sending notes or other communication home to the parents.
15. Avoid introducing controversial subjects or materials (information on the occult, racist cartoons, sexually explicit books, etc.) to classes.
16. Do not advertise products or services or announce public meetings during class.
17. Do not date students.
18. Do not engage in flirtatious behavior.
19. Avoid being left alone with a student for extended period of time.

20. Safeguard equipment and materials against abuse and theft.
21. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.
22. Refrain from talking about your personal life (dating, personal issues, etc.)

## **EXCEPTIONAL STUDENT EDUCATION PROGRAMS**

Substitute teachers frequently serve students with learning challenges of varying severity. Below are brief descriptions of each type of student to help you understand their needs.

### **Mentally Handicapped (EMH/TMH/SPMH)**

Students have overall lower intellectual abilities. They often learn at a slower rate and need more concrete examples.

### **Speech/Language Impaired (SLH)**

Students exhibit problems by stuttering or voicing speech sounds incorrectly. They may have difficulty using words correctly or in understanding the communications of others.

### **Visually Impaired (VI)**

Students are unable to see objects and images at normal distances, making special assistance necessary.

### **Hearing Impaired (HI)**

Students are unable to hear sounds at normal volume from normal distances, making special assistance necessary.

### **Learning Disabilities (SLD/LD)**

Students are performing academically below their intellectual abilities due to an inability to internalize and/or retain information.

### **Emotionally Handicapped (EH)**

Students are performing below their abilities due to inappropriate behavior.

### **Physically Impaired (PI)**

Students have difficulties that affect motor movement, making special assistance necessary.

### **Severely Emotionally Disturbed (SED)**

Students often exhibit combinations of characteristics that may include limited communication. Limited motor coordination and development, frequent inappropriate behavior, deficient self-help skills and deficient social skills.

### **Gifted**

Students may exhibit superior intellectual ability in general, superior academic aptitude in a particular area such as science, math, and/or creative thinking, with many interests. Gifted students may display leadership, be talented in the arts or have superior psychomotor dexterity.

## **Teaching Techniques for Exceptional Students**

Generally, what constitutes good teaching practice for the regular classroom are good teaching practices for exceptional students as well.

1. Determine what the students can do and provide activities at their functioning levels.
2. Set clear objectives and expectations for what you want the student to do next.
3. Building upon the student's strengths in order to offer opportunities for students to be successful at their levels and to minimize the frustration that leads to discipline problems.
4. Select material that minimizes the student's handicapping conditions. For example, use large print for visually handicapped students.
5. Emphasize your awareness of the students who are performing correctly and reinforce successful performance.
6. Provide sufficient practice to be sure the new skill is learned.
7. Provide opportunities to use the newly learned skill in real-life situations.

## **WORKING WITH OTHER SCHOOL STAFF**

Substitute teachers interact with a variety of school personnel. The ability to communicate positively and effectively with school personnel affects the quality of instruction students receive from a substitute.

Many exceptional student education classes and primary grade classes utilize the services of paraprofessionals. Most paraprofessionals demonstrate knowledge and skill regarding student instruction in their assigned areas. They know the daily routines, schedules, classroom rules, and most importantly, the students. They are often the best source of information and assistance when substituting in these classes.

Some paraprofessionals prefer to take the teacher's role and ask that the substitute teacher assist them in the management of the class. Other paraprofessionals prefer to continue their usual role in assisting the substitute teacher. To avoid misunderstandings in this unique situation, it is your responsibility to assume the regular teacher's roles.

## **SUBSTITUTE TEACHER EVALUATION**

Formal evaluation of substitute teachers will routinely be done. All evaluations will be sent directly to the Substitute Coordinator at the Talbot County Education Center. When an unsatisfactory evaluation is reported, a conference will be arranged with the substitute to discuss his/her job performance.

## **EMPLOYMENT STATUS OF SUBSTITUTE TEACHERS**

The Talbot County Public School System employs substitute teachers on a day-to-day basis. There is no contractual agreement for employment between a substitute and the school system beyond the day's assignment for which he/she is called and for which he/she agrees to work.

A reasonable assurance letter will be mailed at the end of each school year. If you are interested in continuing your employment with TCPS, in this temporary position, complete and return the reasonable assurance letter by the deadline date.

## **CHANGES TO PERSONAL INFORMATION**

Address & telephone number changes should be directed to the Personnel Department by calling (410) 822-7557. Additionally, AESOP should have all current information.

## **SEXUAL HARASSMENT**

Sexual Harassment is any physical, verbal and/or graphic sexual advance, request for sexual favors, and other sexual conduct, which is offensive or objectionable to the recipient. Being forced, by proximity and circumstance, to see or overhear interactions between others that result in the creation of a hostile or offensive environment for an individual is also sexual harassment.

**SEXUAL HARASSMENT WILL NOT BE TOLERATED.**

## **CONFIDENTIALITY**

Strict confidentiality must be maintained at all times. You may NEVER speak to anyone (including the Press) about a student or any situation that happens on school grounds. Refer all questions to the Talbot County Educational Center (410-822-0330).

## **DRESS CODE**

All substitute teachers are required to dress professionally while working in Talbot County Public Schools. Jeans, flip-flops, low-cut blouses, short skirts (as

well as excessively long skirts), tennis shoes (except when teaching gym), and casual attire – are NOT allowed.

## **NON-WORK DAYS**

It is very important to add your non-work days. If AESOP tells me you are available to work, I will expect that you can work if I call you. The following reasons constitute adding a non-work day:

- Having a doctor's appt
- Going on vacation
- Unavailable every Monday, Tuesday, etc, please put that in the system
- Sick and not feeling well.
- Any other reason that would cause you to turn down an assignment

## **Super Substitute Pack**

Your Super Substitute Pack is like a spare tire you keep in the truck of your car. You take it with you everywhere you go and hope you never need to use it. However, just in case things start to go "flat" you'll be glad it's there.

Suggested Super Substitute Pack Contents:

- The Substitute Teacher Handbook
- A package of colored markers or pencils
- Several ball point pens (red, black and blue)
- Pencils
- A roll of transparent tape
- A pair of scissors
- A needle and small spools of dark and light thread, plus a safety pin or two
- A mug and perhaps a tea bag or hot chocolate packet
- Your favorite "prop" (puppet stuffed animal, etc.)
- A Joke book, book of riddles, or Minute Mysteries
- A number cube for dice games
- A whistle
- Several Post-It note pads
- 5x8 cards
- Pencils, stickers, candy or other rewards and motivators
- Gift wrapped mystery
- Tickets for drawings and contests
- Headache Medicine
- Granola bar or other snack

Taken from "Substitute Teacher Handbook"

## SALARY PAYMENTS

It is vital that substitutes sign the Daily Substitute/Employee Attendance Book each day. The school secretary uses this book to report your attendance to payroll. **If you are not signed IN and OUT, you will not be paid for that day!**

Substitutes are paid semi-monthly on the 15<sup>th</sup> and the last day of each month in the school year. Attendance reporting for these dates is as follows:

<b>Calendar Work Dates</b>	<b>Pay Date</b>
1 <sup>st</sup> – 15 <sup>th</sup>	End of month paycheck
16 <sup>th</sup> – last day of month	15 <sup>th</sup> paycheck of the following month

We strive to improve reporting procedures each year. With the computerization of attendance and the sign-in sheet at each school, errors will be minimal. It is recommended that you maintain a personal log of days you worked and in which school. If you have questions concerning your pay, please call Stacey at 410-822-0330 x173.

### **Substitute's Salary Schedule (1-30 Days/School Year)**

<b>Classification</b>	<b>Per Diem Salary</b>
Substitute with 60+ College Credits	\$61 / day
Substitute with Bachelor's Degree	\$71 / day
Substitute with Teaching Certificate	\$82 / day
Retired TCPS Teacher	\$93 / day

Every new school year, Substitute Teachers who have worked over thirty (30) days, within one (1) school year, will be paid a stipend retroactive to the first day the Substitute worked and will be included in the pay period for which the 31<sup>st</sup> day is paid. **YOU MUST WORK THE 31<sup>ST</sup> DAY TO RECEIVE THE STIPEND.** (Ex: the 31<sup>st</sup> day worked lands on the 17<sup>th</sup> of the month. The retroactive stipend will be paid on the 15<sup>th</sup> of the following month.) The value of this stipend is \$810.

### **Substitute's Salary Schedule (31+ Days/School Year)**

<b>Classification</b>	<b>Per Diem Salary</b>
Substitute with 60+ College Credits	\$88 / day
Substitute with Bachelor's Degree	\$98 / day
Substitute with Teaching Certificate	\$109 / day
Retired TCPS Teacher	\$120 / day

## AESOP – Automated Sub-Finder System

Substitutes are now able to assign themselves to jobs using the “Job Hotline” or Internet, by accessing our new automated sub-finder system, Aesop. This system enables substitutes to manage their own schedules and the ability to build their schedules in advance. This system also allows substitutes to choose classes and subjects for which they are best suited to teach.

With the privileges this system offers to our substitutes, there are also responsibilities and expectations of each substitute.

1. Substitutes are expected to update ALL days in AESOP for which they are not able to work. These are called “No-Call/Non-Work” days.
2. If you assign yourself to a job, you are expected to fulfill that obligation. If there is an emergency and you are not able to work on the day you are assigned, you need to CALL AND EMAIL the Substitute Coordinator NO LATER THAN 6:30 am on the morning scheduled.
3. Update your school preferences and days available, should they change.
4. Sign in/out at the time designated by AESOP on the job confirmation.

### Basic Information

- Jobs are only posted up to 30 days in advance, so check the system frequently. Jobs are assigned on a first come, first serve basis.
- AESOP will call you only in the event that a substitute has not been assigned to that job (up to 2 days prior to the date the absence is to begin). The system will only place outbound phone calls between 3 pm and 11 pm, and 5 am and 10 am. You may individually change these call times.
- If AESOP calls you and you hang up on it (or are disconnected), it will not call you again for 20 minutes.
- If your answering machine or voicemail picks up on AESOP – the system will not call you again for 1 hour.
- If AESOP calls you and you decline a job, it will not call you again for 20 minutes, and will only call you for a different job.
- If no one answers, AESOP will call again 15 minutes later.

*(NOTE: If you miss a call from AESOP, you can call the Job Hotline or go online to listen/view job information for which you were called. You need not wait for the system to contact you!)*

**Mt. Pleasant School**  
12 Magnolia Street  
Easton, Maryland 21601  
410-822-0330

**SCHOOL CONTACT:** Brent Pollock, School Manager

**LUNCH SCHEDULE:** See Schedule that is left for you that day

**SPECIAL PARKING:** Park on the right side of the building in the parking lot. Enter from the Main Entrance in the front of the building.

**DISCIPLINE POLICY:** See School Manager

**IMPORTANT INFORMATION:** Children that are sent here are children that are having difficulty in traditional classrooms. In most cases you will be assisting 1 or 2 students with the work that was sent to them by their teacher.

**Chapel District Elementary School**  
11430 Cordova Road  
Cordova, Maryland 21625  
410-822-2391

**PRINCIPAL:** Dr. Lisa Donmoyer  
**SCHOOL MANAGER:** Mrs. Jody Murdoch

**ARRIVAL TIME:** 8:45 am  
**REGULAR START:** 9:15 am  
**REGULAR DISMISSAL:** 3:45 pm  
**90 MINUTE DELAY:** 10:45 am  
**½ DAY DISMISSAL:** 12:30 pm

**LUNCH SCHEDULE:**

Kindergarten	11:15 am – 11:45 am
1 <sup>st</sup> Grade	11:30 am – 12:00 pm
2 <sup>nd</sup> Grade	11:45 am – 12:15 pm
3 <sup>rd</sup> Grade	12:00 pm – 12:30 pm
4 <sup>th</sup> Grade	12:15 pm – 12:45 pm
5 <sup>th</sup> Grade	12:30 pm – 1:00 pm

The report time for ½ PM is not until 12:15 pm, we ask that you please eat lunch before you report to school. If there is lunch scheduled after that time please report to the office to see where your help might be needed in other classrooms

**SPECIAL PARKING INFORMATION:** General parking in adjacent parking lot. Enter through doors facing parking lot.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions.

**Easton Elementary – W. Edward Dobson Building**

305 Glenwood Ave.  
Easton, Maryland 21601  
410-822-0550

**PRINCIPAL:** Mr. James Redman  
**SCHOOL MANAGER:** Ms. Glenda Soccorso

**ARRIVAL TIME:** 8:30 am  
**REGULAR START:** 9:15 am  
**REGULAR DISMISSAL:** 3:45 pm  
**90 MINUTE DELAY:** 10:45 am  
**½ DAY DISMISSAL:** 12:30 pm

**LUNCH SCHEDULE:**  
1<sup>st</sup> Grade 12:05 pm – 1:05 pm  
PM Pre-Kindergarten 12:50 pm – 1:20 pm  
Kindergarten 11:25 am – 12:25 pm

The ½ PM start time is 12 pm, lunch depends on the teacher's schedule, lunches start 10:15 am and end at 1:25 pm, if you come in and the class goes to lunch, it gives you time to look over the plans and get ready for the students.

**SPECIAL PARKING INFORMATION:** Please park in adjacent parking lot.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions. Please see the school manager or Assistant principal when you leave so you can turn your folder in.

**Easton Elementary – Moton Building**

307 Glenwood Ave.  
Easton, Maryland 21601

410-822-0686

**PRINCIPAL:** Mr. James Redman  
**SCHOOL MANAGER:** Ms. Glenda Soccorso

**ARRIVE TIME:** 8:30 am  
**REGULAR TIME:** 9:15 am  
**REGULAR DISMISSAL:** 3:45 pm  
**90 MINUTE DELAY:** 10:45 am  
**½ DAY DISMISSAL:** 12:30 pm

**LUNCH SCHEDULE:**

2 <sup>nd</sup> Grade	11:15 am – 11:55 am
4 <sup>th</sup> Grade	11:40 am – 12:30 pm
3 <sup>rd</sup> Grade	12:05 pm – 12:45 pm
5 <sup>th</sup> Grade	12:30 pm – 1:10 pm

The ½ PM start time is 12 pm, lunch depends on the teacher's schedule, lunches start 10:15 am and end at 1:25 pm, if you come in and the class goes to lunch, it gives you time to look over the plans and get ready for the students

**SPECIAL PARKING INFORMATION:** General parking in adjacent parking lot. Enter through doors facing parking lot.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions. Please see the school manager or Assistant principal when you leave so you can turn your folder in.

**Easton High School**  
723 Mecklenburg Ave.  
Easton, Maryland 21601  
410-822-4180

**PRINCIPAL:** Mr. David Stofa  
**SCHOOL MANAGER:** Mr. Kevin Shafer

**ARRIVE TIME:** 7:10 am  
**REGULAR START:** 7:45 am  
**REGULAR DISMISSAL:** 2:45 pm  
**90 MINUTE DELAY:** 9:15 am  
**½ DAY DISMISSAL:** 11:30 am

**LUNCH SCHEDULE:** A Lunch 10:24 am – 10:54 am  
B Lunch 10:59 am – 11:29 am  
C Lunch 11:40 am – 12:10 pm

**SPECIAL PARKING INFORMATION:** When possible, the number of the parking space of the teacher requiring the substitute will be placed in the comments in AESOP. If that parking space is not available, you may park in visitor parking or along the fence on the cafeteria end of the building.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions.

**Easton Middle School**  
201 Peachblossom Road  
Easton, Maryland 21601  
410-822-2910

**PRINCIPAL:** Mrs. Norby Lee  
**SCHOOL MANAGER:** Mr. David Anthony

**ARRIVE TIME:** 7:30 am  
**REGULAR START:** 8:00 am  
**REGULAR DISMISSAL:** 2:55 pm  
**90 MINUTE DELAY:** 9:30 am  
**½ DAY DISMISSAL:** 11:40 am

**LUNCH SCHEDULE:** A Lunch 10:43 am – 11:13 am  
B Lunch 11:19 am – 11:49 am  
C Lunch 11:58 am – 12:27 pm

Regarding ½ PM assignments, take your lunch when your assigned classroom of students takes their lunch.

**SPECIAL PARKING INFORMATION:** General parking in staff parking lot to the right of the building. Enter through front entrance, far right door.

**DISCIPLINE POLICY:** You can handle discipline in your classroom in whatever ways you find to be effective.

The Behavior Contract and Planning Room are available tools for you to identify and correct inappropriate behaviors in your

**classroom.**

#### Behavior Contract

On any given day, a student may receive 2 Behavior Contracts.

The first may be completed in the classroom, provided the student's behavior does not continue to disrupt the learning environment. The teacher will circle "Plan 1" on the student's Hall Pass Calendar. If the student's behavior continues to be disruptive to the class, they may be sent to the Planning Room to complete their Contract.

The second Contract will be completed in the Planning Room (, under the supervision of Mrs. Tonya Hayman. The teacher will circle "Plan 2" on the student's Hall Pass Calendar. Typically, the student will spend approximately 20 minutes in the planning room, and should return to the class ready to be a productive learner.

If a third behavior occurs that is worthy of a Behavior Contract, the student will be referred to their grade level administrator immediately.

#### Planning Room

Mrs. Tonya Hayman is the Planning Room Teacher.

The Planning Room is located on the first floor, and is the first door to the left of the Staff Lounge.

**OTHER IMPORTANT INFORMATION:** Subs should check in at the office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow the teacher instructions.

#### **St. Michaels Middle/High School**

200 Seymour Ave.

St. Michaels, Maryland 21663

410-745-2852

**PRINCIPAL:** Mrs. Tracy Elzey  
**SCHOOL CONTACT:** Ms. Maggie Jones

**ARRIVE TIME:** 7:20 am  
**REGULAR START:** 7:50 am  
**REGULAR DISMISSAL:** 2:50 pm  
**90 MINUTE DELAY:** 9:20 am  
**½ DAY DISMISSAL:** 11:30 am

**LUNCH SCHEDULE:** 9-12<sup>th</sup> Grades 11:45 am – 12:15 pm

**SPECIAL PARKING INFORMATION:** Staff/Substitute parking is around the back of the building, near the auditorium. Substitutes may enter the building through the auditorium entrance.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER INPORTANT INFORMATION:** Substitutes should check in at the office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different).

**St. Michaels Elementary School**

100 Seymour Ave.  
St. Michaels, Maryland 21663  
410-745-2882

**PRINCIPAL:** Ms. Helga Einhorn  
**SCHOOL MANAGER:** Ms. Maggie Jones

**ARRIVE TIME:** 7:32 am  
**REGULAR START:** 8:02 am  
**REGULAR DIDMISSAL:** 2:35 pm  
**90 MINUTE DELAY:** 9:32 am  
**½ DAY DISMISSAL:** 11:20 am

<b>LUNCH SCHEDULE:</b>	11:00 am – 11:30am	4 <sup>th</sup> grade
	11:05 am – 11:35 am	2 <sup>nd</sup> grade
	11:15 am – 11:45 am	5 <sup>th</sup> grade
	11:25 am – 11:55 am	1 <sup>st</sup> grade
	11:35 am – 12:05 pm	3 <sup>rd</sup> grade
	11:40 am – 12:10 pm	Kindergarten
	11:50 am – 12:20 pm	6 <sup>th</sup> grade

**SPECIAL PARKING INFORMATION:** General parking in staff parking lot is next to the pool.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions.

**Tilghman Elementary School**

21374 Foster Ave.  
Tilghman, Maryland 21671  
410-886-2391

**PRINCIPAL:** Ms. Joyce Crow  
**SCHOOL SECRETARY:** Mrs. Debby Sweet

**ARRIVE TIME:** 8:15 am  
**REGULAR START:** 8:40 am  
**REGULAR DISMISSAL:** 3:18 pm  
**90 MINUTE DELAY:** 10:10 am  
**½ DAY DISMISSAL:** 12:05 pm

**LUNCH SCHEDULE:**

Kindergarten – 3 <sup>rd</sup> Grade	11:20 am – 11:50 am
Grades 4 – 6 <sup>th</sup>	11:45 am – 12:15 pm

**SPECIAL PARKING INFORMATION:** General parking anywhere. Enter through front entrance, far right door.

**DISCIPLINE POLICY:** Please see School Secretary.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions.

**White Marsh Elementary School**

4322 Lovers Lane  
Trappe, Maryland 21673  
410-476-3144

**PRINCIPAL:** Dr. Marcia Sprankle  
**SCHOOL MANAGER:** Ms. Jody Murdoch

**ARRIVE TIME:** 8:45 am  
**REGULAR START:** 9:15 am  
**REGULAR DISMISSAL:** 3:45 pm  
**90 MINUTE DELAY:** 10:45 am  
**½ DAY DISMISSAL:** 12:30 pm

**LUNCH SCHEDULE:**

Kindergarten	11:30 am - Noon
1 <sup>st</sup> Grade	11:40 am - 12:10 pm
2 <sup>nd</sup> Grade	11:50 am - 12:20 pm

3 <sup>rd</sup> Grade	Noon – 12:30 pm
4 <sup>th</sup> Grade	12:10 pm – 12:40 pm
5 <sup>th</sup> Grade	12:20 pm – 12:50 pm

½ day PM starts at 12:00 pm please eat lunch prior to your arrival. Just as at CDES, if there is lunch scheduled after that time please report to the office to see where your help might be needed in other classrooms

**SPECIAL PARKING INFORMATION:** Anywhere in front 2 parking lots (paved). Doors are locked until 8:45, but you can (and should) enter thru the side (Easton Day Care)... make sure you have your badge in order to enter this way, however.

**DISCIPLINE POLICY:** Please see School Manager.

**OTHER IMPORTANT INFORMATION:** Subs should check in at office upon arrival. They should arrive at school no later than the time designated by AESOP or personally by the Substitute Coordinator (if different). Follow teacher instructions.

All of our front doors are locked until 8:40 am. You can enter the building through the entrance Easton Day Care uses (looking at the front of the building it is at the right end where the gym is on the side).

**Substitute Teacher End of the Day  
Summary for the Teacher**

Directions to the Substitute Teacher: Complete a feedback form for each class at the end of your day. When you sign out for the day, leave the Summary with the School Manager/Office Secretary so they may look at it before giving it to the teacher. Thanks.

Date of the Substitute Teaching Experience: \_\_\_\_\_

Substitute Teacher: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_ Class Time: From: \_\_\_\_\_ To: \_\_\_\_\_

The Class in Review: My overall impression of the class

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attendance**

This is the number of students who attended class: \_\_\_\_\_

These students were absent from class:

_____	_____
_____	_____
_____	_____

These students were tardy to class:

_____	_____
_____	_____
_____	_____

These students had an official early dismissal from the class:

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Here is an overview of the work that we covered in class: \_\_\_\_\_

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We were unable to complete the following activities: \_\_\_\_\_

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Reason: \_\_\_\_\_

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### Student Participation and Behavior

These were the FIVE-STAR students in class. Their work was exemplary. Not only did these students complete all their activities and cooperate well with their peers and me, they also helped other students in class who had difficulty with various aspects of the lesson.

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Here is a list of the awesome students in class. They worked and cooperated well with their peers and me:

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These students were uncooperative:

Student: \_\_\_\_\_

Problem: \_\_\_\_\_

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How problem was resolved: \_\_\_\_\_

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Student: \_\_\_\_\_

Problem: \_\_\_\_\_

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How problem was resolved: \_\_\_\_\_

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The following unusual class occurrences (e.g., verbal, physical altercations, etc.) occurred:

Occurrence: \_\_\_\_\_

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How situation was resolved: \_\_\_\_\_

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Occurrence: \_\_\_\_\_

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How situation was resolved: \_\_\_\_\_

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### Kudos

Here are the things that I liked most about teaching your class: \_\_\_\_\_



## Classroom Procedures

**To be prepared by every Teacher prior to the time a Substitute Teacher is needed. Please fill out the information or list where it can be easily found by the Substitute Teacher.**

Teacher Check list:

Preparing the Classroom for a Substitute Teacher:

- 1) Preparing Students for a Substitute Teacher;
- 2) Proper Academic Planning and Follow-Up; and
- 3) Development of a Substitute Teacher Kit that includes:
  - a) Short whole-class critical thinking activities;
  - b) Independent Student Activities;
  - c) Teacher-Directed Activities; and
  - d) Lesson plans organized by subject matter.

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_ Room # \_\_\_\_\_

Aide's Name \_\_\_\_\_

Attendance Procedure \_\_\_\_\_  
\_\_\_\_\_

Bathroom Procedure \_\_\_\_\_  
\_\_\_\_\_

Dismissal Procedures \_\_\_\_\_  
\_\_\_\_\_

Red Flag/ Escort List \_\_\_\_\_  
\_\_\_\_\_

Lunch Procedures \_\_\_\_\_  
\_\_\_\_\_

Bus Schedule \_\_\_\_\_

Distribution of Materials \_\_\_\_\_  
\_\_\_\_\_

Pencil Sharpening Procedure \_\_\_\_\_

Drinks of Water \_\_\_\_\_

Laptop, TV or other Electronic Devices Procedures \_\_\_\_\_

Duty Schedule \_\_\_\_\_

Door Code \_\_\_\_\_

Teacher's Lounge/Bathroom Area \_\_\_\_\_

Student Assistants \_\_\_\_\_

Information about particular students (health concerns, seating preferences, etc.) \_\_\_\_\_

Emergency Care Plan \_\_\_\_\_

School Rules \_\_\_\_\_

School Map \_\_\_\_\_

General Classroom Procedures and Rules \_\_\_\_\_

Discipline Plan \_\_\_\_\_

Directions to use the classroom phone \_\_\_\_\_

*Crisis Plan* flip-chart \_\_\_\_\_

Fire Drill or other Emergency Procedures (include the location where you stand outside and what part of the building you go to for other drills) \_\_\_\_\_

Bell/Daily Schedule (include Regular day, ½ day, Delay, etc.) \_\_\_\_\_

PLEASE make sure you have a seating chart, if you don't use one, please at least have one for when a sub is in the room and make sure the students understand that that is where they are expected to sit in that assigned seat when a sub is in the room! If you switch the seating chart around a lot and don't always update it, then have the students understand that when a sub is in the room they sit in their original seats where they were at the beginning of the year!

Location of Seating Chart \_\_\_\_\_

PLEASE do your best to upload lesson plans to AESOP so subs can know what they're doing ahead of time. It makes the day go much smoother. When you create an absence, after you click save, over to the right there is a section that says "attachments" and then you'll see "upload new" that is where you upload your lesson plan. Please also have a hard copy with the "Classroom Procedures" in the classroom for them as well.

Lesson Plans – Please include a map if the substitute is to leave the room with the children or to meet them at a different area other than the assigned classroom.

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PLEASE ENTER YOUR ASIGNMENTS BEFORE OR AFTER SCHOOL SO THAT  
SUBSTITUTES CAN LOOK FOR JOBS WHEN THEY ARE NOT WATCHING OUR  
CHILDREN!

Notes from the School Manager:

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Notes from Stacey L. Smith, Substitute Coordinator:

1. Please remember that no cell phones are to be used in the school building. That includes yourself and the students. Please talk with the school manager if you need clarification of this rule or how to handle the situation when you see a student using a cell phone.
2. Do not leave school early. Check with the School Manager/Secretary if you have an empty time that needs to be covered.
3. Smile! You have the best job and everyone is glad you are here today!
4. Sign IN and OUT with the Main Office so that we may pay your for your time.