

Substitute Teacher Handbook



Revised 12/1/2021

Capital School District
198 Commerce Way
Dover, DE 19904

The Capital School District is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information or veteran's status in employment, or its programs and activities. Inquiries regarding nondiscrimination policies should be directed to the Title IX, District 504 and ADA Coordinators: Capital School District, 198 Commerce Way, Dover DE 19904. Phone (302) 672-1500



CAPITAL SCHOOL DISTRICT

*Central Administrative Office
198 Commerce Way
Dover, Delaware 19904
Telephone: 672-1500*

BOARD OF EDUCATION:

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Sean P.M. Christiansen, Vice President
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The Capital School District does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws. The District offers additional services to students with limited English language skills or with disabilities so that they may benefit from these programs. For additional information and assistance, please contact:

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ACKNOWLEDGMENT and RECEIPT

I have received my copy of the Substitute Teacher Handbook.

The Substitute Teacher Handbook (the "Handbook") contains important information about the Capital School District (the "District"), and I understand I should consult the Director of Human Resources regarding any questions not answered in the Handbook. I understand and acknowledge that Substitute teachers are considered "**employment at will**" positions and that the District may terminate employment at any time without the requirement of just cause. No set hour and/or days are guaranteed. Benefits are not provided for substitute teachers. The Director of Human Resources may, at any time and for any reason, deem a substitute ineligible to accept future substitute jobs and direct his or her removal from the AESOP system and terminate employment.

I acknowledge that if after an investigation it is found that any of the provisions of the *Dress Code, Responsibilities of Substitute Teachers, Classroom Management and Discipline* or *Working with Other School Staff* (contained on pages 11-15 of the Handbook) have been violated, disciplinary action may be taken, up to including termination.

I understand and agree that no person other than the Capital School District Board of Education may enter into an employment agreement for any specified period of time, or make any agreement contrary to the District's stated substitute employment at-will policy.

I further understand that, except for employment at-will status, any and all procedures and practices set forth in the Handbook may be changed at any time by the District, and that the District reserves the right to change hours, wages, and working conditions at any time. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify or eliminate exiting procedures and practices. Only the Director of Human Resources has the ability to adopt any revisions to the procedures contained in the Handbook.

Furthermore, I understand and agree that nothing in the Handbook creates, or is intended to create, a promise or representation of continued employment and that employment with the District is employment at-will, which may be terminated at the will of either party. I further acknowledge that this Handbook is neither a contract of employment nor a legal document.

I have received the Substitute Teacher Handbook, and I understand that it is my responsibility to read and comply with the procedures and practices contained in this Handbook and any revisions made to it.

Substitute Signature

Date

Substitute Name (Print)

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Welcome to Capital School District

Human Resource Office
198 Commerce Way
Dover, DE 19904

This handbook has been prepared to offer basic information and helpful assistance to the substitute teacher. We are pleased to welcome you as a member of a valued and important team of substitute teachers. Your success is important to our students and to the smooth operation of our schools. Students will be depending on you for their continued learning in the absence of their regular teacher.

This Substitute Handbook will serve as a guide, listing your responsibilities in preparation for carrying on the day's work in the school. Do not hesitate to ask questions of teachers, administrators, and school office personnel.

It is important that you read this entire handbook before accepting your first assignment. **If you are a returning substitute, please re-read this entire handbook as policies may have changed.**

Should you have question or concerns at any time, please feel free to e-mail the Human resource office at the addresses below. We will be happy to help you now and anytime throughout the year.

Kim Mills
Senior Secretary – Managing AESOP and Substitutes
(302) 857-4215
kim.mills@capital.k12.de.us

Mary L. Cooke
Director of Human Resources
(302) 857-4214
mary.cooke@capital.k12.de.us

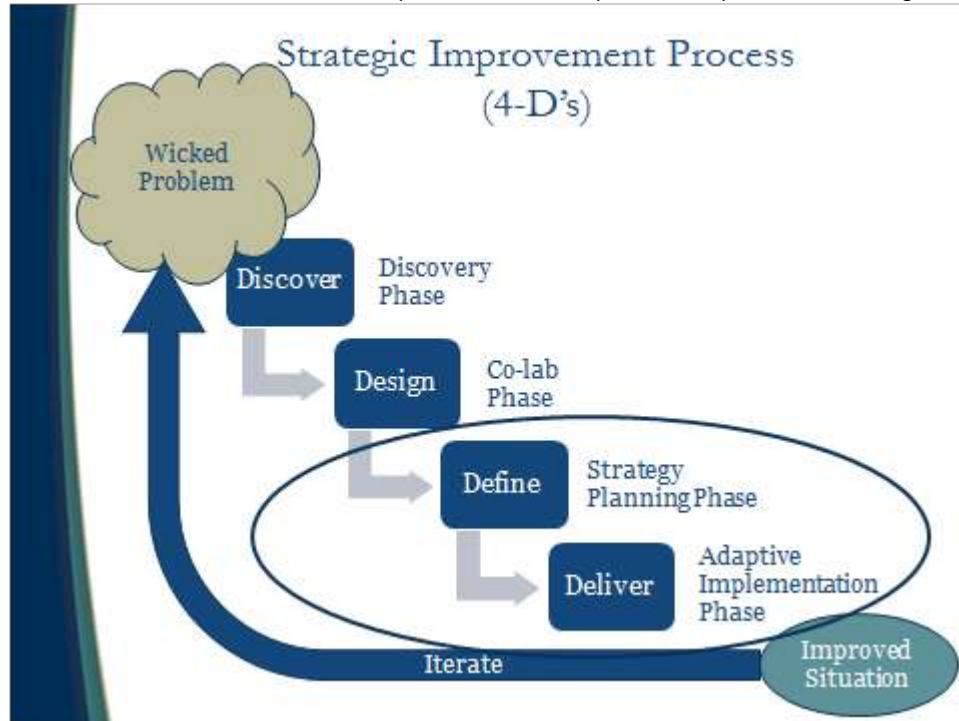
Sincerely,

Mary L. Cooke

Mary L. Cooke
Director of Human Resources

CAPITAL SCHOOL DISTRICT STRATEGIC PLAN

Capital School District has embarked on a journey to determine the vision and direction of the District for the next five years through a Strategic Planning Process. We are well on our way on this journey. The Discovery and Design phases have been completed. We are now in the Define and Deliver phases which comprise the Implementation Stage of the process.



Three high priority strategies resulted from the completion of the Design Phase of the Capital School District's Strategic Planning Process. These strategies were determined by a diverse group of over forty CSD stakeholders to be high priority and have significant leverage to move CSD closer to the group's collective vision. These strategies are:

Strategic Intent Number 1: Linear and streamlined district

The intent of this strategy is that Capital will become more streamlined to improve the consistency of the educational expectations and experience for students, parents and the community, to improve learning opportunities within the District as well as enabling improved communication with parents and the community, to minimize transitions where possible, and to better leverage resources from federal, state and local funds.

Strategic Intent Number 2: Meeting the needs of the whole child.

The intent of Strategy Number 2 is to broaden Capital's educational mission on meeting the needs of the whole child. Reading, writing, mathematics, science, social studies and the arts are all areas that are traditionally thought of as part of the education process. Capital's vision is to go beyond this thought. This strategy strives to communicate and consistently address the needs of the whole child, which includes behavior, mental health, social and emotional health, academic rigor/supports and entrepreneurship. This strategy ensures a coherent framework and a faithful implementation of a common language and set of expectations that support students and families.

Strategic Intent Number 3: Senator Pride

This intent of this strategy is to build a highly visible culture of Senator Pride evident in the behaviors, beliefs, values and symbols found within the District and across the entire community. Having a wealth of Senator Pride results in improved school safety, hiring and retaining premier teachers (educators), meeting the needs of the whole child and establishing strong partnerships with the community and families in support of their schools. This will lead to our community's willingness to invest in an educational system they are proud to support.

The Strategies of Intent were approved by the School Board in June 2016.

Substitute Information

Substitutes will be paid a minimum of 3 hours and 45 minutes (1/2 day). Any additional time will be paid in 15 minute increments up to a maximum of 7.5 hours per day. Substitutes MUST sign in and out every day to report actual time worked.

		<u>Hourly</u>	<u>Daily</u>
Class A	Teaching - Certified Teacher	\$16.00	\$120.00
<ul style="list-style-type: none">A Class A substitute is an applicant who holds a valid Delaware educator's license; or a valid license from another state, or such a license that has expired. Capital substitutes must submit an official transcript showing conferral of degree and copy of teaching certificate. To apply for Delaware certification: http://deeds.doe.k12.us. <u>Class A subs are eligible for Long Term Substitute assignments.</u>			
Class B	Teaching - Bachelor's Degree or higher	\$12.66	\$95.00
<ul style="list-style-type: none">A Class B substitute is an applicant who holds a Bachelor's degree from a Regionally Accredited College or University or is a student currently enrolled in an accredited institution of higher education who has earned at least 60 credits and is enrolled in a program that will culminate in the student being eligible for a teaching license in the State of Delaware. Capital substitutes must submit an official transcript showing the conferral of degree. <u>Class B subs are eligible for Long Term Substitute assignments.</u>			
Class C	Teaching – HS graduate, AA Degree	\$9.33	\$70.00
<ul style="list-style-type: none">A Class C substitute is an applicant who holds a minimum of a high school diploma. A copy of the High School Diploma required. <u>Class C subs are NOT eligible for Long Term Substitute assignments.</u>			
Instructional Paraprofessionals		\$10.00	\$75.00
<ul style="list-style-type: none"><u>Paraprofessional substitutes are NOT eligible for Long Term substitute assignments.</u>			
Retired Teachers			
<ul style="list-style-type: none">Retired teachers may be hired by the Capital School District as substitute teachers. Employment as a substitute teacher shall not decrease or otherwise adversely affect pension or retirement benefits. It also will not increase the retired person's pension. Retirees receive regular, Class A pay and are eligible for Long Term assignments.			
Long Term	<u>Class A & B & Nurses only</u>		\$35.00 add'l
After working 10 consecutive days for same teacher or in a critical needs area as defined by DOE.			
Parental Leave	<u>Class A, B and Nurse only</u>		
Class A and Nurse subs who are willing to commitment to the full 12 weeks			\$200 per day
Class B subs will be paid based on the long term sub rates as stated above.			\$12.66/hr + \$35/day
Nurse	Nurse RN	\$21.86	\$164.00
<u>Pay Days / Pay Checks / Etc...</u>			

- Keep a calendar or list of dates worked so you may verify your pay. The Aesop system will track those days in the **View my schedule** section.
- Payday is every other Friday.
- “Lag Pay” means you will always be paid one pay cycle late.
- Your first paycheck is Live & must be deposited / cashed.
- The second paycheck starts Direct Deposit into your bank account. The State of Delaware does not send **paystubs** to the employees.
- You can assess your pay for each pay period through ePay. You must have an employee ID (6 digit number assign to you by the state). Refer to the attachment – **“How to Access ePay”**
- The telephone number for the Payroll Office is 857-4215.

Please adhere to the following procedures for reporting substitute time:

- 1) All substitutes must receive prior approval from the AESOP system, Principal, or Department Manager, before reporting to work.
- 2) A sign in sheet will be maintained at each work site. **The substitute will not be paid if they neglect to sign in or out.**
- 3) All substitutes will be paid based on the state approved scale for Class A, B, and C. Hourly rates will be determined by taking the state approved scales and dividing them by the number of hours worked.
- 4) **A substitute that reports to work will be paid for a minimum of 3 hours and 45 minutes unless an assignment was accepted for less.**
- 5) **Any time worked over 3 hours and 45 minutes will be paid in 15 minute increments (maximum of 7.5 hours in any 24 hour period).**
- 6) Once a week the secretary will compile an Absence and Substitute Report. This report will be used as support to pay the substitutes. The principal shall verify the substitute sign in sheet with the hours reported for payment on the Absence and Substitute Report prior to signing. By signing the Absence and Substitute Report the principal is attesting to the fact that the substitutes worked the reported time.

Pay Dates

Capital School District is on the same pay schedule as the State of Delaware as we are a state agency. Substitutes are paid on an hourly basis as they work. The pay dates and corresponding pay periods are listed below.

	Pay Period	Pay Date
2021	8/15 – 8/28	9/10/21
	8/29 – 9/11	9/24/21
	9/12 – 9/25	10/8/21
	9/26 – 10/9	10/22/21
	10/10 – 10/23	11/5/21
	10/24 – 11/6	11/19/21
	11/7 – 11/20	12/3/21
	11/21 – 12/4	12/17/21
	12/5 – 12/18	12/30/21
	12/19 – 1/1	1/14/22
2022	1/2- 1/15	1/28/22
	1/16 – 1/29	2/11/22
	1/30 – 2/12	2/25/22
	2/13 – 2/26	3/11/22
	2/27 – 3/12	3/25/22
	3/13 – 3/26	4/8/22
	3/27 – 4/9	4/22/22
	4/10 – 4/23	5/6/22
	4/24 – 5/7	5/20/22
	5/8 – 5/21	6/3/22
	5/22 – 6/4	6/17/22
	6/5 – 6/18	7/1/22

Change of Substitute Classification

To transition from a Class “C” substitute to a Class ”B” substitute, official transcripts providing proof of degree conferral or graduation date must be provided to the Office of Human Resources.

To transition from a Class “B” substitute to a Class “A” substitute, official transcripts providing proof of eligibility to be licensed and certified in Delaware must be provided to the Office of Human Resources. Substitutes eligible for licensure and certification should apply for licensure/certification with the Delaware Department of Education @ <https://deeds.doe.k12.de.us>

Changes in pay will be backdated to the conferral date shown on the official transcript, but in no case may pay be made retroactive into a prior fiscal year. Official transcripts must be received as soon as possible after conferral of the degree, but no later than June 1st of the employment year in order for change in pay to occur for time worked during the current year.

School Start Times (* Half-day time)

*****PLEASE PLAN TO ARRIVE AT LEAST 15 MINUTES PRIOR TO THE START TIME*****

<ul style="list-style-type: none"> • Elementary Schools (K-4) • KCCS (Kent County Community School) 	8:20 a.m.	11:45*	3:15 p.m.
<ul style="list-style-type: none"> • William Henry Middle (5-6) • Central Middle School (7-8) 	8:10 a.m.	11:15*	2:52 p.m.
<ul style="list-style-type: none"> • KCSILC (Kent County Secondary ILC) 	7:30 a.m.	11:15*	2:20 p.m.
<ul style="list-style-type: none"> • Dover High School (9-12) 	7:20 a.m.	10:40*	2:20 p.m.

Snow Days / Closings / Delays

Snow Days & School Closings - Substitutes do not report and therefore do not get paid.
1 or 2 Hour Delays - Adjust time accordingly. For example, if school starts at 7:30 a.m. and there is a 2-hour delay, report to school at 9:30 a.m.

When a determination is made to close schools due to inclement weather or other emergency conditions, the Human Resource Office will place a message on the Capital School District Web Site:

www.capital.k12.de.us and Aesop System www.aesopeducation.com

Substitutes who have previously scheduled jobs should follow the guidelines below.

1. If a substitute has previously scheduled jobs, they should check the Capital School District website, AESOP website, and television and/or radio stations listed below to see if they are required to work that day.

For information regarding school closures, tune to the following:

Television: TV Channel 16
 TV Channel 47
 Radio: WDOV/WDSD 92.9
 Eagle 97.7
 WXPZ/WDNO 101.3

Employment Status

Substitute teachers are considered “employment at will” positions; therefore, the district and/or the employee may terminate services at any time without the requirement of just cause. No set

hours and/or days are guaranteed. Unemployment benefits are not applicable. Benefits are not provided for substitute teachers.

Removal from the Substitute Pool and Termination of Services

If an administrator believes that a substitute teacher has not performed satisfactorily and wishes to request that he or she not be called for jobs at a specific school, the administrator will inform the HR Office of the request and the reason(s) therefor. The HR Office will then notify the substitute and block the substitute from the school through AESOP and terminated from employment.

If a substitute teacher receives two (2) “do not use” comments in one academic year, or four (4) “do not use” comments while an active substitute, his or her eligibility for further substitute jobs will be reviewed by the Director of Human Resources. If the substitute’s overall performance is determined to be unsatisfactory, he or she will no longer be eligible for substitute jobs and will be removed from the AESOP system and terminated from employment.

The Director of Human Resources may, at any time and for any reason, deem a substitute ineligible to accept future substitute jobs and direct his or her removal from the AESOP system. **Further, if after an investigation it is found that any of the provisions of the *Dress Code, Responsibilities of Substitute Teachers, Classroom Management and Discipline* or *Working with Other School Staff* (pages 11-15 of the Handbook) have been violated, disciplinary action up to including termination may be taken.**

Dress Code

Education is an honorable profession. Thus it is appropriate for a premier school district to set and maintain standards of professional dress befitting the importance of the educational process. When educators dress for work they should do so with the attitude that they are preparing to do something important and that they are representative of the educational process to our public constituents and students. These guidelines, however, must be applied in the context of the activity, age and abilities of the students served, and the physical environment at the time.

- In no way should an educator's attire cause a distraction to the educational purposes of the school:
- No article of clothing or accessory may suggest sexual overtones or contain obscene, vulgar, profane, sacrilegious, discriminatory prints or refer to or display alcohol, tobacco, drugs or firearms. It is suggested that T-shirts not be worn unless germane to the instructional duty:
- Shoes or other appropriate footwear must be worn at all times. No slippers or flip-flops may be worn.
- Proper undergarments must be worn at all times and must not be worn in a manner that renders them visible to the onlooker.
- Tops will not reveal midriffs or excessive cleavage. Muscle shirts, tank tops, apron tops, or spaghetti strap tops, halter tops, tube tops, crop tops, mesh/fishnet or see-through materials are inappropriate for the instructional environment.
- No shorts, skirts, or dresses shorter than 2 inches above the knee should be worn. As a rule of thumb, shorts should not be worn in the instructional environment unless germane to the instructional purpose (i.e. Physical Education) or germane to the activity of the day (i.e. Field Day, etc.).
- No clothing that is not in good repair should be worn. This includes clothing that is frayed, tattered or has holes.
- Hats, caps, visors, and all other head coverings, including headbands, bandannas, pics, combs, earmuffs and kerchiefs may not be worn inside any of the school buildings.

Educators have the responsibility to follow district guidelines for dressing and grooming in a manner which shows cleanliness, promotes safety, demonstrates respect for themselves and others and promotes the positive image of the Capital School District and its educators.

Responsibilities of Substitute Teachers

1. Dress professionally, setting a good example for the students.

2. Report to the office of the assigned school building at least 15 minutes prior to the reporting time.
3. Be punctual in every capacity (arriving, going to and from lunch, and the related arts period). **If you are running late, call the school.**
4. **If you must cancel an assignment on the day of the assignment**, you are expected to contact the school to inform them. This is an excellent practice to formulate in the area of “professional courtesy and responsibility”.
5. Locate the classroom and introduce yourself to the teachers whose classrooms are next door or are in your vicinity.
6. Review the classroom teacher’s daily schedule, lesson plan book, seating chart, textbooks and other materials. **Follow lesson plans as closely as possible to ensure continuity in the instructional program. Make a note of any changes that you may have made.**
7. If lesson plans are not available or inadequate for length of substitution, contact the principal.
8. Check the attendance procedures of your assigned school.
9. Start class immediately with the assigned work. **Keep students active!**
10. Keep all students in your classroom under supervision at all times. **NEVER leave a class unattended.**
11. **Maintaining Records** – Maintaining notes on a particular incident in the classroom may protect you in problematic situations. Report all situations that may result in a written report to the principal.
12. Maintain a professional attitude. Use extreme caution in expressing personal reactions and opinions about what you observe in the classrooms of various schools. Under no circumstance should a substitute criticize a regular teacher or the students in the presence of other teachers or students.
13. Prepare a summary of work covered. Keep copies of all notices and bulletins received. Place them in the lesson plan book for the teacher.
14. Any money collected should be turned in to the office with adequate records or documentation before the substitute leaves the building.
15. Leave desk, books and room in order and a note for the teacher with your name and contact information.
16. Familiarize yourself with fire and emergency weather drill procedures. Account for all students in your classroom during these drills.

17. When the assignment is for a long-term period, the substitute should take the responsibility for the instructional planning, the making of appropriate assignments, grading papers, keeping records, and taking over the regular and special duties of the regular classroom teacher. The substitute shall attend faculty meetings and will assume any other extra duties of the regular classroom teacher. – and attend PLCs
18. **Supervision of Students** – The substitute teacher has the duty to keep students safe and orderly. In this effort, the standard is the reasonable use of professional judgment for the safety and orderly education of students.
19. **Due Care and Caution** – A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind. You should be able to explain circumstances and your actions. Safety policies and procedures should always be followed.
20. **Release of Students** – Due to possible restraints on who may have custody of a child, students should not be allowed to leave the building during the school day without express consent from the office.
21. **Administering Medication** – Medication is only to be administered by the school nurse or other appropriate health personnel. If you become aware of medication requirements of a student, notify the school nurse.
22. **Confidentiality** – It is unprofessional – and possible legal and employment ramifications exist to disclose confidential information about students. Substitute teachers are to avoid comments about individual students that convey information pertaining to grades, medical condition, learning or discipline problems, or school-related information to persons other than professional educators and others who have received authorization to receive such information.
23. **Student Abuse Reporting** – All school employees, including Substitutes, are mandatory reporters of child abuse and neglect. 24 hour Report Line 1-800-292-9582. Substitute teachers are responsible to immediately report to the principal, school counselor or school nurse any suspected actions of child abuse. The reports of such suspicion will follow State Code requirements of reporting of child abuse.
24. **First Aid & Safety** – In the event of a serious injury or illness, the substitute teacher is to immediately contact the main office to request an administrator or school nurse. **Substitute teachers are not authorized to call 911 in cases of emergency.** All calls for emergency must be directed to the main office. In situations of handling blood or bodily fluid, the substitute teacher is to follow the procedures of the building and the District. All blood/bodily fluids should be considered infectious regardless of the perceived status of the individual. Avoid contact with blood/bodily fluids if possible. Immediate notify the School Nurse, Principal, or Associate Principal.
25. **Sexual Harassment** – Sexual harassment will not be tolerated in the classroom, inclusive of all school district property and school-related activities, or the workplace. Reports of sexual

harassment should be directed to the building principal. Questions regarding sexual harassment may be directed to the Office of Human Resources.

26. **Emergency and Evacuation Procedures** – Substitute teachers are responsible for following safe emergency and evacuation procedures. Each classroom is to have an emergency handbook in the classroom. In case of evacuation, the substitute teacher is responsible for all students in the classroom.
27. **Respect of Others** – It is an expectation that substitute teachers treat others fairly in respect to gender, age, ethnicity, race, color, or education.
28. If in doubt about anything – **ASK!**
29. At the end of each work day complete feedback form for teacher/principal in AESOP.

Classroom Management and Discipline

An effective substitute teacher strives to create a climate in which success is expected, academics are emphasized and the environment is orderly. 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 mandatory for successful approach to classroom management. 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.

1. Before entering the classroom, ask the school administrator or main office secretary for information on the school’s discipline plan and other information including any special discipline policies or procedures followed at this school.
2. Always insist that students address all teachers and adults by their titles: Mr., Mrs., Miss, Ms.
3. Remember that you are an adult leader and therefore not a “pal” to these students.
4. Set clear limits, standards, or rules for students and then be CONSISTENT in enforcing them. Students are the first to realize if the substitute teacher is not enforcing the rules and consequences consistently.
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. Avoid showing favoritism.
8. Use your voice, eyes and other nonverbal communication.
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.
11. Avoid sarcasm, which is destructive. Students' feelings can be hurt by sarcastic put-downs thinly disguised as humor. Sometimes teachers are not aware they are embarrassing a student with subtle or "humorous" put-downs or insults.
12. Avoid the "negatives": (1) **Negative tone of voice** – Students can "read between the lines" and sense a sarcastic, negative, or condescending tone of voice. (2) **Negative body language** – A teacher's clenched fists, set jaw, quizzical look, or threatening stance can speak more loudly than any words.
13. Avoid shouting, which can indicate loss of control. Teachers are sometimes provoked by students and they "lose it." These teacher outbursts set a bad example for the student and could escalate into more serious problems.
14. Avoid any kind of **CORPORAL PUNISHMENT** – Never touch a student especially in hostile or aggressive manner.
15. Don't make promises or threats that you may not be able to keep. Avoid public reprimands.
16. Be prepared. Keep activities moving and students working. Always have some additional instructional activities planned.
17. Use a positive approach. Taking away promised privileges; scheduling a surprise test; "nitpicking"; or assigning punitive homework could be construed as "unfair."
18. Turn your cell phone off during the school day. This includes time spent on the playground or in the cafeteria.
19. As you speak, **CIRCULATE** in the classroom to monitor activity and to target possible trouble spots.
20. If you are having problems in maintaining classroom discipline, consult the school administration.

Be **FLEXIBLE**, and above all, have **SENSE OF HUMOR** ☺

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. Many classes utilize the services of paraprofessionals. Paraprofessionals possess 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 with substituting in these classes.

Helpful Hints for Substitute Teachers

Report to the office first:

- Introduce yourself if you are in the school for the first time
- **Sign-in** and receive initial instructions
- Ask if there are any schedule changes for today

In the Classroom:

- Arrive in class at least 15 minutes before the students.
- If you do not know or it's not provided in the lesson plans, please ask the principal or associate principal
- Write your name on the board and introduce yourself with a smile: Always use Mr., Mrs., Ms., or Miss. No first names
- Familiarize yourself with the seating chart. Check attendance
- Be prepared to teach
- Follow lesson plans left by the regular teacher as closely as possible
- It is a great help receive good lesson plans, however ask other teachers if you need additional plans
- Implement the teacher's lesson plan as fully and completely as possible. No substitute teacher can be expected to implement any lesson exactly as the regular teacher, but the closer the substitute can approximate the teacher's procedures the better it is for the students, the regular teacher, and the substitute. If you must modify a lesson, modify it as little as possible.
- Praise and encourage students – stay positive.
- Circulate around the classroom. Watch for raised hands and go to students instead of having them come to you.
- Collect assignments
- Dismiss quietly.

BLOOM'S TAXONOMY

As teachers we tend to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time is. Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer. Below are the six question categories as defined by Bloom.

KNOWLEDGE

- remembering;
- memorizing;
- recognizing;
- recalling identification and
- recall of information
- Who, what, when, where, how...?
- Describe

COMPREHENSION

- interpreting;
- translating from one medium to another;

- describing in one's own words;
- organization and selection of facts and ideas
- Retell

APPLICATION

- problem solving;
- applying information to produce some result;
- use of facts, rules and principles
- How is...an example of...?
- How is...related to...?
- Why is...significant?

ANALYSIS

- subdividing something to show how it is put together;
- finding the underlying structure of a communication;
- identifying motives;
- separation of a whole into component parts
- What are the parts or features of...?
- Classify...according to...
- Outline/diagram...
- How does...compare/contrast with...?
- What evidence can you list for...?

SYNTHESIS

- creating a unique, original product that may be in verbal form or may be a physical object;
- combination of ideas to form a new whole
- What would you predict/infer from...?
- What ideas can you add to...?
- How would you create/design a new...?
- What might happen if you combined...?
- What solutions would you suggest for...?

EVALUATION

- making value decisions about issues;
- resolving controversies or differences of opinion;
- development of opinions, judgments or decisions
- Do you agree...?
- What do you think about...?
- What is the most important...?
- Place the following in order of priority...
- How would you decide about...?
- What criteria would you use to assess...?

At the End of Each Class Period

- Make sure that all classroom material is accounted for and properly replaced.

- Challenge students to recall projects and topics they have studied for the day.
- Remind students of homework.
- Have students straighten and clean the area around their desk.

At the End of the Day

- Neatly organize the papers turned in by the students
- Close windows, turn off lights and equipment, and make sure the room is in good order before you close the door.
- At the end of the scheduled work day, check out through the main office.

INSERT CURRENT CALENDAR

**New Substitute Orientation Days
2021-2022**

Substitute Orientations are usually scheduled once each month. Only cleared and processed applicants with reservations will be admitted.

New Substitute Applicants will be cleared to view substitute job opportunities after you have attended an orientation day. Substitutes only have to attend once.

ATTENDANCE IS MANDATORY FOR ALL NEW SUBSTITUTES PRIOR TO WORKING

Dates	Time	Place
To be determined		

Directory of Contact Personnel

<i>District Contact</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
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Director of Human Resources	Mary L. Cooke mary.cooke@capital.k12.de.us	Dover, DE 19904	302-857-4214
Senior Secretary – <u>Overseeing Substitute Programs</u>	Kim Mills kim.mills@capital.k12.de.us		302-857-4215
<i>Dover High School</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Dr. Courtney Voshell	1 Dover High Drive Dover, DE 19904	302-241-2400
Associate Principal	OPEN		302-241-2400
Associate Principal	Thomas Kalinowski		302-241-2400
Associate Principal	Dr. Tina Pinkett		302-241-2400
Associate Principal	Terri Sharpe		302-241-2400
Associate Principal	Shawndell Solomon		302-241-2400
Main Office	Darlene Bare		302-241-2400
<i>Central Middle School</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Shan Green	211 Delaware Ave. Dover, DE 19901	302-672-1770
Associate Principal	Angela Thompson		302-672-1773
Associate Principal	David Thomas		302-672-1774
Main Office	Tina Power		302-672-1775
<i>William Henry Middle</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Charles Sheppard	65 Carver Road Dover, DE 19904	302-672-1620
Associate Principal	Linda Daye		302-672-1625
Associate Principal	Melissa Voshell		302-672-1631
Main Office	Lisa Martino		302-672-1621
<i>KCCS (Kent County Community School)</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Robert Bennett	65 – 1 Carver Road Dover, DE 19904	302-672-1961
Associate Principal	William Matthews		302-672-1582
Associate Principal	Kathleen Stephen		
Main Office	Paula Carey		302-672-1960
<i>KCSILC (Kent County Secondary ILC)</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Ron Berry	631 Ridgley Street Dover, DE 19904	302-736-5355
Associate Principal	Joseph Fuller		302-736-5355
Main Office	Victoria Reynolds-Greco		302-736-5355
<i>Booker T. Washington Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Dr. Paige Morgan	901 Forest Street Dover, DE 19904	302-672-1900
Main Office	Amira Hill		302-672-1900
<i>East Dover Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>

Principal	Jennifer Christman	Dover, DE 19901	302-672-1656
Associate Principal	OPEN		
Main Office	Yariza Donatui-Harris		302-672-1655
<i>Fairview Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Melissa White	700 Walker Road Dover, DE 19904	302-672-1650
Main Office	Diana Gosnell		302-672-1645
<i>Hartly Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Yvette Davenport	2617 Arthursville Road Hartly, DE 19953	302-492-1870
Main Office	Elizabeth Spencer		302-492-1871
<i>North Dover Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Shani Benson	855 State College Road Dover, DE 19904	302-672-1981
Main Office	Timi Murray		302-672-1980
<i>South Dover Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	William Buczynski	955 South State Street Dover, DE 19901	302-672-1691
Associate Principal	Lenita McIntyre		302-672-1690
Main Office	Amy Henry		302-672-1690
<i>Towne Point Elementary</i>	<i>Name</i>	<i>Address</i>	<i>Telephone #</i>
Principal	Toriano Giddens	629 Buckson Drive Dover, DE 19901	302-672-1591
Main Office	Shelley Moffett		302-672-1590

Job Description

Title: Substitute Teacher

Primary Function: Provide quality instruction that enables each child to pursue his/her education as smoothly and completely as possible in the absence of the regular teacher.

Qualifications:

1. **Class A** – Certified Teacher, **Class B** – Bachelors Degree or higher, **Class C** – HS graduate, AA Degree
2. Must submit a recent (within twelve months) certificate signed by a licensed physician stating the absence of communicable tuberculosis.
3. Pass a criminal review by the State Police and the Delaware Department of Social Services/Child Protective Services background check.

Reports to: Principal/Administrator

Essential Functions:

1. Reports to the building administrator or school secretary upon arrival at the school building.
2. Reviews all lesson plans and schedules to be followed prior to the students' arrive.
3. Maintains the established routines and procedures of the designated school and classroom.
4. Teaches the lesson outlined and described by the absent teacher.
5. Consults with the administration, team leader, or grade level teacher to get a clear understanding of the schedule and assignments.
6. Assumes the responsibility for maintaining a positive classroom climate and demonstrates enthusiasm for the teaching/learning process.
7. Practices and promotes positive interaction with and among students.
8. Complies with school and school board policies and regulations.

Terms of Employment: 180 day school year on an as-needed basis.

Evaluation: Performance on this job will be evaluated by the principal/administrator.

Capital School District

Board of Education Policy

Section: Human Resources
Title: Long-Term Substitute Policy
Policy #: 500-19
Date Approved: 11/14/12
Date Revised: 08/15/12

Long-Term Substitute Policy

1. All regular daily substitutes shall be compensated in accordance with Section 1326, Title 14, Delaware Code.
2. Long-term substitutes employed in the circumstances of the board approved leave or midyear vacancies shall be compensated according to the following conditions.
 - a) While the employee who is being replaced is still receiving salary (paid leave) the substitute shall be compensated in accordance with Section 1326, Title 14, Delaware Code.
 - b) When an employee is on unpaid leave and is expected to return to work at any time, or a replacement is scheduled to fill the position, the substitute shall be compensated in accordance with Section 1326, Title 14, Delaware Code. This compensation will come from state salary funds if the unpaid leave results in an open unit of any kind.
 - c) When an employee is on unpaid leave for more than twenty days, but less than one marking period (nine weeks), the substitute shall receive the sum of One Hundred and Thirty five dollars (\$135.00) on a per diem basis beginning on the twenty-first day (21st) and continue such payment until the substitute assignment ends.
 - If a substitute is qualified to teach in a “critical needs area” the twenty consecutive day rule would be eliminated. The class must be a “critical needs area” as defined by the state. Teaching in one of the following areas (approved annually by State Board of Education): Bilingual Teachers, Business Education, English, ESL, Foreign Language, Mathematics, Reading Specialists, Science, School Librarians, Special Education, Technology Education.
 - If the substitute is certified to teach (Class A Substitute) in a critical needs classroom he/she would be paid in accordance with Section 1326, Title 14, Delaware Code + \$34.00 (Thirty-four dollars). If the substitute has a degree in the content area of a critical needs classroom (Class B Substitute) he/she would be paid in accordance with Section 1326, Title 14, Delaware Code + \$34.00 (Thirty-four dollars). Class C Substitutes would not qualify.
 - If the substitute agrees to long term he/she must work the term of the agreement. In the case the substitute pulls out of the agreement prior to the 20 days he/she would nullify the long-term pay. Their last paycheck would reflect the difference.
 - d) When an employee is on unpaid leave or has terminated employment creating a vacancy of greater than one marking period (nine weeks), the substitute may receive a temporary contract with the district and shall receive the state and local salary commiserate with the substitute’s educational level (if applicable) and years of experience as a full-time employee.

AESOP – Frontline Education

Capital School District utilizes the AESOP, Absence Management System by Frontline Education. Here is where you will go to look at and accept upcoming substitute assignments.

After this orientation, an email will be sent to you from Frontline Education with instructions on setting up your User ID and Password to login to the system.

- Click on *Create a Frontline ID*
- Create a *Username*
- Create a *Password*
- *Confirm* the Password
- Hit *I accept the terms and conditions*

From this screen you can see available jobs, accept jobs, set up preferences for yourself. The system is automatically set to CALL YOU when jobs are available.

Under the NAVIGATION heading, click on Preferences.

- *Personal Info* – edit your name, phone number and email address
- *Phone Credentials* – here is where you can change your phone PIN number that you use when the system calls you to either ACCEPT or DECLINE jobs
- *Schools* – See the assignments for only the schools you select. NOTE: You will only be allowed to accept jobs at the schools you requested on your application – this is only a preference to see jobs at certain schools. If you want to be added to or deleted from certain schools, you MUST call Human Resources at 302-857-4215.
- *Call Times* – If you choose to NOT receive any calls – click the appropriate selection at the top right
- *District List* – If you substitute in MULTIPLE DISTRICTS that also use the AESOP system, you can set up a unique Pin to see all jobs in those districts

State of Delaware Single Sign-On (SSO)

The State of Delaware does not send paystubs to employees. In order to review your paycheck, you must login to the State website.

- Go to www.SSO.delaware.gov
- If you have never accessed the site before, you must click *New User Registration*
- You are an Active State of Delaware Employee, so hit the *Click Here* link
- It will ask for your 6 digit employee ID number – this has been assigned to you by your Human Resources Office – please call us at 302-857-4215 for that number. If you were a previous State of Delaware Employee, this number will be the same.
- Use the default password when logging in for the first time:
DE\$mmy#### DE=DE
 \$=\$
 mm = your 2 digit birth month
 yy = your 2 digit birth year
 #### = your last 4 digits of your Social Security Number

You will be prompted to enter your old password (the default one) the first time you login and then it will prompt you to change your password to a unique, personal password.

- Click on *Application Portal*
- Click on *Employee Self Service*
- Click on *Payroll and Compensation*
- Here you can *Print Paycheck* and also view/print your *W-2 forms* for your taxes