



Welcome to SHS

We are so glad you are here.



2025-2026

Substitute Handbook

[Webpage Link](#)

ADLAI E. STEVENSON HIGH SCHOOL DISTRICT 125

One Stevenson Drive
Lincolnshire, Illinois 60069
Phone: 847-415-4100
Fax: 847-634-7309
Web Site: <http://www.d125.org>



Substitute Team

Sub_Coordinator@d125.org

Samina Imtiaz - Division Assistant for Teaching and Learning (Main Contact)
Susan Webster- Assistant Principal's Assistant for Teaching and Learning
Debby Marquardt - Human Resources Coordinator

Fiscal Services - Rates

Miscellaneous Wage Table

Outside Substitute filling certified position	\$30.00 per period*
Nurse	\$28.00 per hour
Long-Term Substitute (more than 10 consecutive days)	\$323/day
Clerical Substitute	\$17.00 per hour
Security (8.5 hour day, 30-minute unpaid lunch)	\$17.00 per hour
Proctor	\$30.00 per hour
Guided Study, Learning Center and ELL Tutor (8.5 hour day, 30 minute unpaid lunch)	\$19.50 per hour

Employee Services Portal

- Pay Advice
- Substitute Pay Schedule
- Tax Forms
- Direct Deposit Forms



Sign In to Employee Portal

Username:

Password:

[Forgot your password?](#)
[Create an account](#)

Attention: this application is supported in the following browsers:
Microsoft® Edge®
Mozilla® Firefox®
Google® Chrome®
Safari® 6 - MAC only.
Functionality cannot be guaranteed if you are using an unsupported browser.

Technology

Stacy Shub - Link Lab - 3010

- WiFi
- Mediacast
- Sub Daily Loaner Laptop
- Sub plans with links (YouTube, etc.)
- Q&A





Nurse Office Locations

WEST NURSE'S OFFICE

ROOM 2436

EAST NURSE'S OFFICE

ROOM 6042





Who are the Nurses?

WEST NURSE'S OFFICE

KENDRA BALLARDINI - SCHOOL NURSE

ALLISON HUGHES - SCHOOL NURSE

KARA FERGUS- HEALTH OFFICE SECRETARY

EAST NURSE'S OFFICE

GRACE DIFIGLIO - SCHOOL NURSE

AIMEE MORALES - SCHOOL NURSE

SASHA STEFANOV- ELC NURSE (IEP DESIGNEE)

When to Send a Student to the Nurse

1. All head injuries
2. Bites: Human, Animal, Insect
3. Any new Electrical, Chemical or Heat Burns- (only use burn cream on pre-existing or superficial burns)
4. Chronic conditions
5. Bloody noses
6. Any injury causing damage to teeth or any potential need for dental care
7. Lacerations – Deep cuts
8. Eye injuries or apparent eye irritation/infection
9. Vomit
10. Rashes or possible skin infections
11. Medication Administration
12. Mental Health



Please send the student with a pass to the Health Office. The nurse will write the time the student left the office to return to class and sign the pass.

Health Emergencies

1. **Possible abdominal, back, or neck injuries:** Do NOT move the student- PRESS the emergency call button and the nurse will come to you
2. **Orthopedic injuries:** If the student is able to walk please send them to the Nurse's Office
 - a. For severe orthopedic injuries (possible broken bones): Do NOT move the student and call for a nurse to come to you
3. **Diabetic events:** Make sure the student is escorted to the Nurse's Office if their blood sugar is low/high
 - a. PRESS the emergency call button if you think they may be having a diabetic emergency
4. **Allergic Reactions:** If you suspect the student is having a severe allergic reaction, PRESS the emergency call button and the nurse will come to you.
 - a. If the student carries an epinephrine pen, have them administer it as soon as possible and stay with the student until the nurse arrives.
5. **Asthma attack (shortness of breath, wheezing, chest tightness):** PRESS the emergency call button
 - a. If the student carries an inhaler, have them take 2 puffs of their albuterol inhaler
 - b. Do NOT make the student laugh/excite
6. **Choking**
 - a. PRESS the emergency call button
 - b. If the student is coughing, encourage them to keep coughing.
 - c. If the student is not able to speak or cough, and you are trained in first aid/CPR perform 5 abdominal
 - i. thrusts and 5 back blows until the nurse arrives
7. **Seizure:** PRESS the emergency call button and protect the student from injury
 - a. Help the student to the floor; move chairs, tables, etc.
 - b. Do NOT restrain, hold down or place anything in their mouth
 - c. Time the duration of the seizure if you can
8. **Fainting:** PRESS the emergency call button
 - a. Stay with the student until the nurse arrives



Please call the Nurse for anything that you feel should be seen or feel is an emergency - ACT ON YOUR INSTINCTS



Special Education

- All students IEP information should be included in each of the teachers' substitute folders.
- What is an IEP?
- What is an accommodation?
- If you have any questions about your special education assignment, please contact the Special Education office at x4800
- Q&A



Communications

- Parentsquare App
- Email
- Phone
- Stevenson Website - <https://www.d125.org/>
- Other SHS communications - <https://www.d125.org/about/shs-communications>



Getting to Stevenson

- **Parking**
 - Park in the yellow parking spaces
 - Forum (aka. “Point”) in Lot B
 - PWC in Lot D
 - Sports Center Lot E
- **Parking Placards**
- **Key Cards**
 - Pick up at Security Desk
 - Return at the end of the day
- **Locate Your Office**
 - Use the Division Contact list for location (folder)



Building Logistics related to Safety

- **Student Support Team (SST)**
 - Dean (Discipline, Attendance School Safety)
 - Leave detailed information for Teachers should a student issue need attention upon their return
 - Counselor (Academic Support)
 - Social Worker (Social Emotional Support)
- **Safety Procedures**
 - Please use the CALL BUTTON
 - Health Emergencies
 - Disruptive Student Behavior
 - NEVER LEAVE STUDENTS UNATTENDED!!!!
- **Mandated Reporter**
 - Child Abuse/Neglect- Immediately get in contact with Student Support Team (Ask department assistant who)

Safety Presentation

August 7, 2025

A.L.I.C.E.

A - Alert

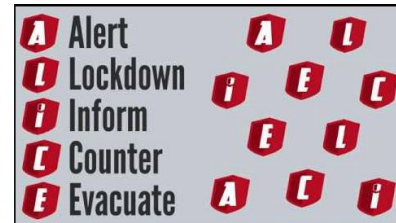
L - Lockdown

I - Inform

C - Counter

E - Evacuate

Any of these options might be your best **FIRST** option. Do what is best for you.



Safety Presentation

August 7, 2025

The A.L.I.C.E. Approach:

- Situational awareness
- Recognition
- Assessment
- Response
 - ALICE is a proactive response option



Safety Presentation

August 7, 2025

Evacuate

- ★ Evacuation to a safe location is the preferred response
- ★ Continue to assess the situation using your 5 senses
- ★ **Know multiple exits and different evacuation routes**
- ★ IF you run out of the building, run as far away from the building as possible
- ★ Run the opposite direction of the shooting and in a zig-zag pattern
- ★ Consider if fall from window will cause serious injury
- ★ You can survive a fall up to three times your height
- ★ Use heavy object to hit the upper left and upper right corners of a window

Safety Presentation

August 7, 2025

Lockdown

❖ Enhanced Lockdown

- A semi-secure starting point from which you will make a survival decision
- Secure the door using multiple methods
- Barricade the door(s) with anything that will slow intruder
- Look like no one is in the room
- Make a plan to survive
- Inform and alert (call 911)

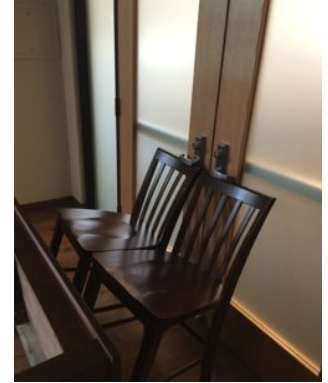


Safety Presentation

August 7, 2025

Barricade

Use anything in your room to hinder, slow or deny entry of the active aggressor.



Safety Presentation

August 7, 2025

Counter

Use as a last resort... use anything possible!

Proactive technique should you be confronted by the active shooter

Distract: Interrupt the shooter's focus

Disrupt: Interrupt the shooter's momentum or rhythm

Disable: Interrupt the shooter's access to weapons

Create:

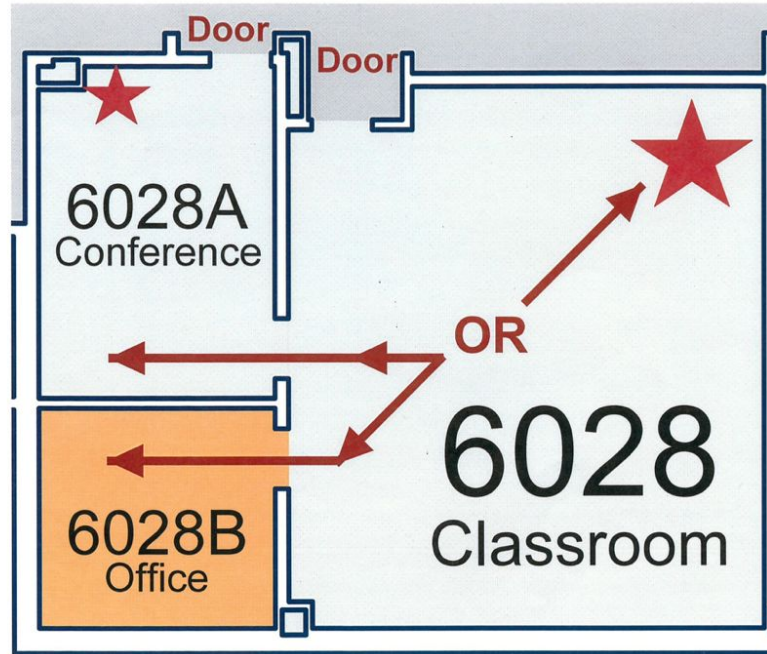
- Noise
- Movement
- Distance
- Distractions (i.e. cell phone)



 **Adlai E. Stevenson High School**

East Building - 1st Floor

SAFETY ZONE PLAN



 Room Safety Space

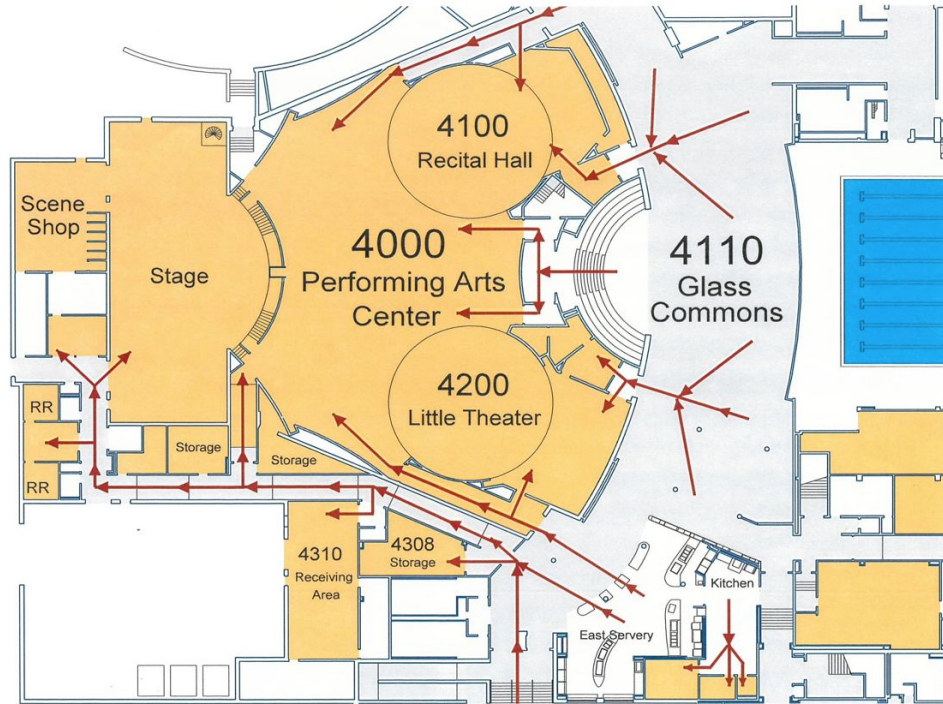
 Evacuation & Safety Space



Adlai E. Stevenson High School

East Building - 1st Floor


SAFETY ZONE PLAN



Room Safety Space



Evacuation & Safety Space



Unconscious
Bias and
ProSocial
Language

Dr. LeViis Haney



Unconscious
Bias and
ProSocial
Language





Norms

1. **Stay Engaged** - resist the natural inclination to move away from the conversation (it is difficult to talk about race.)
2. **Experience Discomfort** - engage in dialogue authentically and without fear of being labeled “angry” or “racist”.
3. **Speak Your Truth**- being absolutely honest about your thoughts, feelings, and opinions and not just saying what you perceive others want to hear.
4. **Expect and Accept Non-Closure** - do not look for quick fixes - solutions are revealed in the process of dialogue itself



Equity, Access, and Inclusivity

In order to ensure “Success for Every Student,” we will recognize every student as a valued individual. Students will learn in a safe, inclusive space, where they are taught to understand the value of their own experiences in relation to other, diverse perspectives. We will be relentless in removing barriers to full equity, access, and inclusivity in our curricular and co-curricular programming. We will establish high academic and behavioral expectations, and we will provide students with the supports required to help them meet or exceed those expectations.



Do you have any biases?



DEFINITION OF BIAS

a preference
FOR or AGAINST



Levels of Bias

- **Unconscious** - Don't know you have it
- **Conscious** - Know you have it
- **Group** - Many people have the same bias

How Unconscious Bias Happens



11 Million
Per Second

40 Bits
Consciously
Processed

99.999996%
Unconsciously
Processed



The Role of Bias



Discussion

Pro-Social Language:

Instead of...

No talking while I am talking.

Don't go on your phones.

Stop squirming around in your chair.

Try to Avoid No, Don't, and Stop...

Discussion

Pro-Social Language:

Can we think of examples where people did not use Pro Social Language with us - how did it make you feel?



Scenario 1 - What's the problem?

It's just too hard to pronounce your name, I'm going to give you a nickname.



Scenario 2 - What's the problem?

The teacher calls primarily on male students to answer technical questions, assuming they'll be more confident or knowledgeable.



Scenario 3 - What's the problem?

A teacher responds to a black student saying -
Wow, I wasn't expecting that from you!



Scenario 4 - What's the problem?

The teacher continually puts a student with a disability in the “helper” or “note-taker” role, assuming they won't contribute meaningfully to the academic content.



Scenario 5 - What's the problem?

A teacher only uses examples or texts by white authors, assuming they are more “classic” or universally relatable.

Discussion

In your break out group, discuss:

How might these forms of unconscious bias show up in your everyday interactions?

Be specific, and identify preference for and against.

Discussion

What are tools/strategies that we can use to ensure we are mindful of unconscious bias?

Action Steps

“Could there be another explanation?”

“Whose perspective is missing?”

“Who is most impacted?”

“Who has voice in this decision?”

“How does this reflect our values of inclusion?”



Classroom Procedures - *When You Arrive*

- **Write on the Whiteboard:**
 - Your name
 - Today's date
 - Lesson plan
- **Familiarize Yourself With the Emergency Procedures:**
 - Each classroom has these procedures on the wall.
- **Emergency Button:**
 - Find the location near the classroom door
 - Press button to call for support in case of:
 - Health emergencies
 - Disruptive student behavior



Classroom Procedures - *When Students Arrive*

- Greet your students
- Introduce yourself
- Read the lesson plan
- Take attendance
 - A few minutes into class time to accommodate travelers.
 - Be mindful of name pronunciation, nicknames, pronouns.
 - Mark arrival time of any late students on the attendance sheet.
 - Student arrival more than 8 minutes after start time = late.
 - Sign and date attendance sheet.
- Return sheet to division office during free period.



Successful Substitute Practices

Do's

- Use polite and positive language
- Build rapport
- Avoid Power Struggles
- Scan, Move, Interact
- Provide hall passes when needed

Don'ts

- Use profanity or negative language
- Discuss sensitive topics (politics, religion, etc)
- Answer personal phone calls
- Let students leave before bell



THANK YOU!

