



**Talbot County
Public Schools**

SUBSTITUTE HANDBOOK 2024-2025

WELCOME TO THE TALBOT COUNTY PUBLIC SCHOOL SYSTEM!

Welcome to Talbot County Public Schools, where children are our top priority! The mission of the school system is “Building lives, creating futures.” To accomplish this mission, the talents and skills of many people are needed.

We welcome your interest in 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!

Dr. Sharon Pepukayi
Superintendent

As a Substitute Teacher for Talbot County Public Schools, 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 Teacher. We also acknowledge the challenging nature of this task.

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

Our goal is . . . building lives, creating futures. We wish you a successful, productive and rewarding school year!

Thank you,
Human Resources
Substitute Coordinator

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GENERAL DUTIES

Reporting to the Office, enter the building using your badge:

Arrive as noted on AESOP/or if you receive a late call arrive as soon as possible. If you are going to be late, call the school so coverage can be provided until you arrive.

Register in the Main Office by recording your name on the “Substitute Sign-In” sheet. Be sure to enter your employee ID number.

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.

Obtain the teacher’s lesson plans, class roll, books, etc. (if they have been left in the office).

Ensure the classroom doors are unlocked BEFORE leaving the office.

Request forms for routine procedures (absentee slips, hall passes, etc.)

Inquire about other responsibilities such as hall duty, lunch duty, etc., and procedures used to safeguard teacher’s materials.

Check the school’s policy on recording attendance BEFORE leaving the office. (How and when is it done?)

Before Classes Begin:

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 how to use the intercom or classroom phone in case of an emergency.

Organize materials to be used during the day (notices from the office, handouts, etc.). Check any equipment that will be used to ensure that it is working properly.

Locate the class seating charts.

Familiarize yourself with the fire drill and other emergency procedures, as well as the evacuation plan posted in the classroom, fire extinguisher location, and call button locations.

Locate the faculty lounge/dining area, adult restrooms, team meeting areas, etc.

Familiarize yourself with the teacher's lesson plans and teacher's edition of the textbooks. Make sure the Smartboard and other devices are turned on and working properly.

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.

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.

Write your name on the chalkboard/dry erase board and always have your TCEC badge attached to you in a place where students and staff can easily read your name

During Each Class:

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.

Follow the lesson plan furnished by the teacher or note any changes you implemented.

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). Do your best to follow the lesson plans and carry out the assigned duties left by the teacher.

Throughout the class, do your best to ensure that each student understands the lesson.

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.

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 to prevent restlessness.

Vary the order in which you call on students.

Avoid confusing students by jumping abruptly from one activity to the next. Make the transition between activities seamless.

Planning Period and Lunch:

You do not have a planning period, so you will have to cover other classrooms during that time. If you are sent to another room to cover a class and you are not needed, go back to the school office manager/main office and find out where you are needed. There is always some place you can be useful in the school.

Lunch should be taken when the teacher you are covering for takes their lunch.

If possible, lock the classroom when you leave it and do not leave handbags or valuable items unattended.

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

Before the Students Leave:

Collect student's work.

If the teacher has classroom sets (calculators, scissors, books, etc.), be sure to have them all returned before the students leave the classroom. 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 dictionaries or that the students throw away scrap paper as they leave the room.

Challenge students to recall projects and topics they have studied that day.

Remind students of homework. Writing homework assignments on the board will help both you and the students remember.

Have students straighten up the area and clean around their desks.

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.

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 the students take with them.

Organize and label the students' work.

Complete and leave a report on AESOP and one for the teacher 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.

Leave the teacher's materials, student work and collected materials in the teacher's mailbox. Please tidy the classroom. Field trip money will be given to the school secretary.

SIGN OUT in the Main Office

In Conclusion: 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

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.

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.

Always insist that the students address all teachers and adults by their titles: Mr., Mrs., Miss, Ms., Coach, etc.

Remember that you are an adult leader and therefore not a "pal" to the students. Set clear limits/standards/rules for the students and then be CONSISTENT in enforcing them. Do not punish the class for the misbehavior of one. Expect students to behave well and PRAISE STUDENTS for their good behavior. As you speak, CIRCULATE in the classroom to monitor activity and to target trouble spots. Use your voice, eyes, and other nonverbal body language to communicate.

Go to the students when they request help to avoid any commotion.

Pause and wait, if necessary, for attention and silence before speaking. Avoid sarcasm and shouting.

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.

Don't make promises or threats.

Be prepared. Keep activities moving and students working. Always have some additional activities planned.

Use a **POSITIVE** approach.

If you have a problem in maintaining classroom discipline, consult one of the school's administrators or safety officers.

Kindness and sympathy, lined with firmness is a far better way of maintaining classroom control.

Work with the established classroom procedures rather than disturb them by trying to impose an entirely new system for just 1-2 days.

Use the seating chart. If one is not provided, make your own and let the School Office Manager know that one was not provided for you. (Teachers were instructed to upload them onto AESOP. Please look there first)

Substitute Teacher Qualities:

DO's

Be straightforward

Be genuinely interested and concerned for the students.

Be friendly (but firm), enthusiastic, and open-minded.

Be calm in all situations. 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.

Be professional, respectful and ethical at all times in attitude and relationship with pupils, staff members and parents.

DON'T

Be late. If you are going to be late **Contact the school.** We cannot have children unsupervised!!!

Use of cellular phones during instructional times, OR while in the presence of any students is NOT permitted.

Use profanity or discuss your personal problems.

Discuss your personal life or give personal details to students.

Post any information you receive while at work on social media or discuss with anyone outside of the school system.

Follow or become friends with students on social media.

Take and/or distribute photos of students via social media or any other forms.

Touch students or their belongings.

Make a big deal out of a minor behavior problem, embarrass or humiliate a student in any way or keep students after the bell.

Place students in the hallway or in the corner of the room as a disciplinary action.

Let the student(s) have access to the teacher(s) grade book.

Allow students to leave your class without a pass.

Give candy or food of any kind to students.

Sleep in class.

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 Office Manager immediately.

AVOIDING NEGLIGENCE

Among substitute teachers' primary concerns are to protect 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 in your care and for you to act responsibly.

Don't order a disruptive student to leave class unsupervised. 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.

Never use corporal punishment with students-Corporal punishment includes hitting, pushing, pinching, and forcing a child to stand for long periods of time, making a student do push-ups, or use any physical force.

Never give medicine to students of any kind (including aspirin) – Refer students who are taking medication to the office or nurse for supervision. Caution students against hazards or unusual conditions such as slippery floors, which require extraordinary care.

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. If a student appears to be sick, 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.)

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.

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.

Obtain permission from the principal before sending notes or other communication home to the parents.

If a child gets hurt (fighting, biting, nose bleed, etc.) send the child to the nurse right away. Let the nurse decide if it is or isn't an emergency.

Do not advertise products or services or announce public meetings during class.

Do not date students or engage in flirtatious behavior. Avoid being left alone with a student for an extended period of time.

Safeguard equipment and materials against abuse and theft. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.

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.

TEACHING TECHNIQUES FOR EXCEPTIONAL STUDENTS

Determine what the students can do and provide activities at their functioning levels.

Set clear objectives and expectations for what you want the student to do next.

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.

Select material that minimizes the student's handicapping conditions. For example, use large print for visually handicapped students.

Emphasize your awareness of the students who are performing correctly and reinforce successful performance.

Provide sufficient practice to be sure the new skill is learned.

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.

Occasionally you will be asked to substitute for a paraprofessional. Listed below are their titles and job descriptions.

Instructional Assistant (IA) & Personal Assistant (PA): Performs duties as assigned by teacher.

SUBSTITUTE TEACHER EVALUATION

Formal evaluation of substitute teachers will be done routinely. 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.

ELECTRONIC DEVICES

As more and more people start carrying phones, laptops, tablets, and other forms of communicating with others outside the classroom; please remember that you have been hired to be present both physically and mentally while in the classroom and school building. Please put away these devices for the use

of communicating with others. You may use them in the teacher's lounge or other designated area approved by administration.

ID BADGES

You will be issued an ID Badge after the first day that you work. The badge also works as a key to get into the building. It should be displayed while in school per TCPS ID Badge Policy.

- o Employees that misplace or forget to bring their badge to work must make entry through the visitor entrance.
- o Access: Employees may not use their badge to provide unauthorized access to another employee, student, visitor, guests, relative, etc. who does not have his/her badge. All guests/visitors must be directed to the designated school main entrance. Employees who are caught providing unauthorized access may be subject to disciplinary action.
- o Employees who loan their ID badge to other employees, students, visitors, relatives, etc. are subject to disciplinary action, up to and including termination.
- o Report all lost or stolen badges to the Personnel Office.

PROCEDURES:

Ownership and surrender

TCPS ID Badges are the property of TCPS. They must be surrendered upon the request of Administrators or Supervisors. Human Resources authorizes badges for staff.

Initial badges are issued to the individual at the expense of TCPS. If an employee's name changes, or a damaged badge is presented a new employee identification badge will be issued at the expense of TCPS. If the ID badge is lost, the employee must pay a \$15.00 replacement fee.

Others: Organizations with entry privileges must be authorized by the School Manager.

Care and safekeeping:

TCPS badge holders are expected to exercise ordinary care in the use and safekeeping of TCPS ID badges. Some guidelines for best practices are:

Protect the badge from magnetic fields that could scramble the data encoded on the badge's magnetic stripe.

Avoid extreme heat or moisture which may cause the badge to come apart (example-don't leave a badge on the dashboard of a car in hot weather).

Do not bend, as there is a chip and antenna inside the card that could become damaged.

Replacement:

Personal change in employee status: Replacement badges due to marriage, divorce, voluntary name change, or other significant changes will be processed with no charge to the employee.

Cards that stop working should be reported to the Principal, School Office Manager or Supervisor for replacement.

Loss or theft: Replacement badges due to loss, theft or negligence will be the responsibility of, and/or will be charged to, the individual (\$15.00).

Others: Replacement badges for contractors or employees of other agencies will be charged to the individual (if possible), their company or charged to the "sponsoring department". Badges reported lost will be rendered inactive and a replacement badge will be issued. Before a replacement badge can be issued, a fee of \$15.00 must be paid at the time of issuance.

Falsification, alteration, tampering:

Any falsification, alteration or tampering with an official TCPS ID badge may be cause for disciplinary action. The TCPS ID/building access badge is not transferable to other individuals under any circumstances.

Individuals needing access throughout the building must be directed according to the TCPS policy.

Replacing and/or obtaining an ID/building access badge:

Personnel will issue new employees an ID badge at the time of employment.

Replacement badges need to be requested by the Principal, School Office Manager or Supervisor.

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. However, if you haven't worked longer than 3 months, you will be removed from the Substitute Call List and you will have to reapply if you wish to work for us again.

Summer Employment: You may be called during the summer to cover Summer School Classes. Please make sure your AESOP page is always up to date ALWAYS.

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.

Occasionally, job opportunities will be posted. Because of your status as part-time/as-needed, if you are interested in any of the positions listed, you will need to fill out an application and submit materials again to be considered for an interview.

WHAT JOBS CAN YOU COVER

Due to the nature of our classrooms, there are a couple of times that you may not be the appropriate Substitute for a particular class. For instance, if the assignment says GIRLS Physical Education Teacher, only a woman can accept that assignment (and vice-versa) because for that particular class – entering the locker room is a necessity. Also, if you are CERTIFIED on an assignment, you MUST hold a certificate in that particular subject in order to cover that classroom. You will see this on some of our ELL, Speech Pathologist, etc. Further, TCPS also employs Interpreters in several languages. You cannot cover for an Interpreter if you cannot speak the language fluently.

EMPLOYEE ACCESS CENTER

Our Employee Access Center is available on our TCPS website (under quick links). You can change your personal information (telephone number, address, emergency contact, etc.) as well as access your paycheck and W2's.

If you are having a problem accessing EAC, please call Susan Ortt at 410-822-0330 or email her at sortt@talbotschools.org

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 circumstances, 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!!!

ANNUAL ONLINE TRAINING

Annually, the entire School District participates in online training provided by SafeSchools (found under Staff > Staff Resources> on our website). You must finish your training by the date indicated on the site. Failure to complete your assignments by the date will cause you to be removed from the Substitute/Tutor list. Your employee ID number is both your username AND your password to be used in SafeSchools.

HOME/HOSPITAL TUTORS

Your Name and Qualifications/Certifications will be shared with Student Services. You may receive a call from them asking you to tutor a student. Since your information is shared with Student Services and tutoring is not always needed, please do not call them regarding any positions. They will contact you when they have a need.

END OF DAY NOTES

When you enter a classroom, you expect notes and lesson plans left for you so that your day goes smoothly. The same expectations are required of you after you complete your assignment for the day. You can leave your notes on the feedback form available on AESOP or you may leave handwritten notes in the teacher's mailbox. You may NOT leave notes for teachers in ANY other place. No exceptions.

SCHOOL CLOSINGS/DELAYS

School Closing and delays are posted on our TCPS website and additionally on AESOP, WCEI radio and WBOC TV. If school is canceled, you will get notification about your assignment being canceled by AESOP (if you are accepting calls at the time the absence is canceled. For example: If your assignment is canceled at 5:30am but you have told AESOP not to call you until 6am – you will not get a phone call). If school is delayed, please add the delay time to your start time on AESOP. If you are scheduled for a PM spot, you will report on PM time. (On Delayed Days, your pay remains what is recorded in AESOP)

HALF DAYS

Substitute Teachers are paid on an hourly basis. The times on AESOP will reflect the full or half day times required for Teachers. On student half days, you will see that the AESOP times do not coincide with the dismissal time of students. In this instance, you are required to remain with the students until they are dismissed. Regardless of the time listed on AESOP. Occasionally on half days the absence will be entered as a full day. This is an error and is usually found and fixed before you put in your feedback for the absence at the end of the day. Once it is fixed, you are paid the hours worked while students are in the school.

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. The rules for strict confidentiality extend to all forms of social media, no comments about students or their families can be made on platforms such as Facebook or Twitter, etc. Refer all questions to the Talbot County Educational Center 410-822-0330. Additionally, make yourself familiar with FERPA.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

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.

ATTENDANCE BOOK

Main Office Attendance-When you arrive in the morning, please sign in to indicate to staff that you have arrived. (Remember if you are going to be late, please Contact the school). When you leave for the day, please go back to the Main Office and sign out.

Student Attendance needs to be recorded every day and signed. The spot will usually say signed by the teacher, but since you are acting in this role, you will need to sign it.

NON-WORK DAYS

It is part of your job to add your non-work days. The following reasons constitute adding a non-work day:

- o Having a doctor's appointment
- o Going on Vacation
- o Unavailable every Monday, Tues., etc. due to recurring event
- o Sick and not feeling well
- o Any other reason that would cause you to turn down an assignment

SUBSTITUTE WORKSHOPS

Workshops will be posted on AESOP. If you are interested in attending a workshop, please call Human Resources to request a spot be held for you. You will receive an email in response letting you know if you are approved to go to

the workshop. Do not assume you can show up without prior authorization. Workshop Pay is computed differently than your workday pays.

OPENING DAY CEREMONIES

Our Opening Day Ceremony takes place a week or so before school opens for the students. It is a pep-rally to inspire everyone back in the swing of the new school year. It is also a time to look back on the past year and celebrate and reward our staff with their achievements. Substitute staff members are encouraged to share this time with the TCPS staff (this is not a required event nor are you paid if you attend).

COURSES FOR RECERTIFICATION

TCPS provides information periodically about courses that can be taken to keep your MD Teaching Certificate valid. As a temporary/non-contractual employee, you cannot be reimbursed or qualify for any of the other incentives that are offered to our full-time employees. If you are interested in taking any of these courses, you will be responsible for the payment of the course and making sure your credits are recorded with MSDE. TCPS will not be responsible for the renewal of your MD Teaching Certificate. Additionally, our full-time staff will fill the classes first and if there is still availability, Substitutes/Tutors can be added to the roster.

VACANCY NOTICES

Occasionally you will receive email notices about positions we are trying to fill at TCPS. If you are interested in one of these positions, please fill out an application and submit all required materials (as required with all new applicants).

SALARY PAYMENTS

It is vital that adjuncts clock in and out each day. You will also sign the Daily Substitute/Employee Attendance Book each day. The school secretary uses this book to report missed punches to payroll. **If you did not clock in or out and are not signed IN and OUT, or have a job assigned in AESOP you will not be paid for that day!**

It is recommended that you fill out the feedback form on AESOP to make sure that your attendance is recorded correctly. If you have questions about which days you worked at which schools, talk with that school's building manager. If you have questions concerning your actual pay, please call Sharon Giljam at 410-822-0330 or email her at sgiljam@talbotschools.org.

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

Calendar Work Dates	Pay Date
1 st – 15 th	Last business day of the month
16 th – last day of month	15 th

CLASSIFICATION	SUBSTITUTE PAY RATES
Non-Degree	\$16.20/per hour
Degree (AA)	\$17.77/per hour
Degree (Bachelors)	\$20.90/per hour
Certified Teacher	\$26.13/per hour

Subject to change

New Hires: Direct Deposit* changes will result in a live check (mailed to your address) for at least 2 pay Cycles for verification of account.

Current Hires: Direct Deposit* changes will take effect after at least 2 pay Cycles for verification of account.

*Direct Deposit Forms can be found on the TCPS website.

SCHOOL CONTACTS & INFO

EES – Kristen Mooney

307 Glenwood Ave

Easton, Md 21601

Phone: 410-822-0686

Principal: Lisa Devaric

Start Time: 9:05

Regular Dismissal: 3:20

Half Day Dismissal: 12:15

90 Minute Delay: 10:35

www.eastonelementary.org

CHAPEL – Christy Paugh

11430 Cordova Rd

Cordova, Md 21625

Phone: 410-822-2391

Principal: Kari Clow

Start Time: 8:55

Regular Dismissal: 3:35

Half Day Dismissal: 12:20

90 Minute Delay: 10:25

90 Minute Delay Pre-K AM Dismissal: 11:55

90 Minute Delay Pre-K PM Start: 1:05

www.chapeldistrict.org

SMES – Tom Buchkowski

100 Seymour Ave

St. Michaels, Md 21663

Phone: 410-745-2882

Principal: Indra Bullock

Start Time: 7:55

Regular Dismissal: 2:35

Half Day Dismissal: 11:20

90 Minute Delay: 9:25

90 Minute Delay Pre-K AM Dismissal: 11:10

90 Minute Delay Pre-K PM Start: 12:20

www.stmichaelselementary.org

WHITE MARSH – Lori Milner

4322 Lovers Lane

Trappe, Md 21673

Phone: 410-476-3144

Principal: Kim Seidel

Start Time: 8:55

Regular Dismissal: 3:35

90 Minute Delay: 10:25

90 Minute Delay Pre-K AM Dismissal: 11:55

90 Minute Delay Pre-K PM Start: 1:05

www.whitemarsheschool.org

TES-Debbie Sweet

21374 Foster Ave

Tilghman, MD 21671

Phone: 410-886-2391

Principal: Kelly Murdoch

EMS – Courtney Hurley

201 Peach Blossom Rd

Easton, Md 21601

Phone: 410-822-2910

Principal: Kelly Murdoch

Start Time: 7:50

Regular Dismissal: 2:22

Half Day Dismissal: 10:50

90 Minute Delay: 9:20

www.eastonmiddle.org

EHS – Toni Hall

723 Mecklenburg Ave

Easton, Md 21601

Phone: 410-822-4180

Principal: Sherry Spurry

Start Time: 7:45

Regular Dismissal: 2:25

Half Day Dismissal: 11:15

90 Minute Delay: 9:15

www.eastonhigh.org

SMHS – Tom Buchkowski

200 Seymour Ave

St. Michaels, Md 21663

Phone: 410-745-2852

Principal: Theresa Vener

Start Time: 7:50

Regular Dismissal: 2:45

Half Day Dismissal: 11:30

90 Minute Delay: 9:20

www.stmichaelsmiddlehigh.org

ALC – Liz Potter

12 Magnolia St.

Easton, Md 21601

Phone: 410-822-0330

Fax: 410-822-3919

Start Time: 7:25

Regular Dismissal: 2:55

Half Day Dismissal: 11:00

90 Minute Delay: 9:00

Please remember to complete the following tasks:

SafeSchools training @ <https://talbot-md.safeschools.com/login>

Your employee ID number will be your login/password.

Please remember to print and sign the Hep B form and return to Human Resources @ the Board office.

12 Magnolia Street Easton, MD 21601

AESOP @

<https://login.frontlineeducation.com/login?signin=402854116b830ea18884661fd3516b2e&productId=ABSMGMT&clientId=ABSMGMT#/login>

you will receive an email to set up your account.

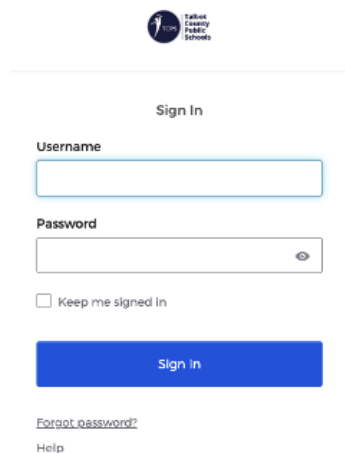
Your employee ID number will be your login/password.

(This is a very time sensitive and needs to be done right away)

Talbot County Gmail

Gmail is accessed through Okta, Talbot County Public School's SSO (Single Sign On)

1. Download Okta Verify to your phone from either Google Play Store or Apple App Store
2. Browse to <https://tcps.okta.com/>



Talbot County Public Schools

Sign In

Username

Password

Keep me signed in

Sign in

[Forgot password?](#)

[Help](#)

3. Your email information will be provided by HR

- a. Username _____ (first name.last name)
 - b. Password _____
4. You will need to change your password after your initial login



5. Scan the QR code with your phone in the Okta Verify app when prompted
6. Follow on screen instructions to log in.

**Please sign this page acknowledging the Handbook and return to the
Substitute Coordinator**

I have printed out and/or viewed the Substitute Teacher Handbook on the TCPS website.

Name

Date

Signature