



**Township High School District 214**

# **Substitute Handbook**

**2020 – 2021**

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# **Township High School District 214**

## **MISSION and VISION**

Our **primary mission** is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. Our secondary mission is to provide residents with opportunities for lifelong learning.

*The District 214 **vision** embraces continuous improvement and includes:*

### **Students who demonstrate...**

- analytic capabilities
- communication skills including reading, writing, speaking, listening, and numeracy
- creative expression and educated response to the creative works of others
- ethical judgment and decision-making ability
- career and life planning skills
- responsible citizenship
- understanding of ways to participate in an interdependent world
- problem solving skills
- concern, understanding, and respect in social interactions
- technology literacy
- ability to develop and maintain wellness

### **An environment in which people are...**

- physically, psychologically, and emotionally safe
- treated fairly and ethically
- valued for their unique backgrounds and contributions

### **Staff members who...**

- are active, lifelong learners committed to continuing professional and personal development
- are leaders in instructional practices
- create school work which engages and challenges students
- are innovative, take risks, and share what is learned from successes and failures
- are concerned, caring, and compassionate
- cooperate as partners with parents and the community in the education of students
- use student learning data to inform instructional decisions and practices

### **A Board of Education that...**

- provides high quality resources for students and staff
- respects successful programs and practices
- encourages continual improvement through risk-taking and innovation

- cooperates and communicates as a partner with parents and the community in the education of students
- celebrates student and staff success
- promotes lifelong learning
- involves school and community members in decision-making processes

### **District 214 Instructional Goals**

1. As measured by the Board-approved College/Career Readiness Indicators, the District will **increase student success annually or will exceed a threshold** established by the Board after two years of data are collected and analyzed.

#### **College Ready Indicators**

Students are College Ready if they meet either the academic indicators **OR** standardized testing benchmarks listed below.

##### **Academic Indicators**

GPA 2.8 out of 4.0 and **one** or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

##### **Standardized Testing Benchmarks (minimum score)**

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

##### **Additional Factors that Contribute to College Success**

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

#### **Career Ready Indicators**

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

**Career Cluster Identified** and **two or more** of the following benchmarks:

90% Attendance

25 hours of Community Service

Workplace Learning Experience

Industry Experience

Dual Credit Career Pathway Course

Two or more organized Co-Curricular Activities

2. As measured by the growth from PSAT to SAT, **the percent of students meeting or exceeding national growth norms from PSAT to SAT will increase annually or will exceed a threshold** established by the Board after two years of data are collected and analyzed.\*

\* For the transitional years as the new SAT suite of assessments are being completely implemented, the District will use national norm data for comparison purposes.



**A substitute is employed on a day-to-day basis and is an at-will employee of the District. The District may remove a substitute's name from its list of eligible substitutes at any time without prior notice. Moreover, a substitute may be removed from an assignment at any time if he/she is not performing to the District's satisfaction.**

**Township High School  
District 214 contact:**

**Kate Kraft  
Associate Superintendent for Human Resources  
Forest View Educational Center  
2121 South Goebbert Road  
Arlington Heights, IL 60005-4297**

**Phone: (847) 718-7647**

**District 214 website:  
[www.d214.org](http://www.d214.org)**



**Township High School District 214**  
2121 South Goebbert Road  
Arlington Heights, Illinois 60005  
847-718-7600 ■ [www.d214.org](http://www.d214.org)

**Dr. David R. Schuler**  
Superintendent

## A Message from the Superintendent

Thank you for your dedication to ensuring the continuation of student learning when there is a need for a staff member to be absent. Your commitment in that regard is critical to student success. Without your effort, energy, and enthusiasm to our shared educational endeavors, it would be extremely challenging to convene classes in a manner that fosters student learning.

Please know that it is our intent to assist you and support your efforts as a substitute in our district. If you have suggestions to help us do a better job in providing you with the necessary resources, please share those ideas with our school administrators.

Once again, I would like to thank you for the contribution that you will make to our district and for being there when our students need you. Your work is valued and greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads 'David R. Schuler'. The signature is written in a cursive style with a large, prominent 'D' at the beginning.

David R. Schuler, Ph.D.  
Superintendent

## QUALIFICATIONS TO SUBSTITUTE TEACH

Must hold a valid professional educator license (PEL) or a substitute license (SUB) and may teach in place of a licensed teacher who is under contract with the Board.

There is no limit on the number of days that a substitute teacher may teach in the district during the school year. However, there is a limit on the number of days that a substitute teacher may teach for any one licensed teacher under contract with the district in the same school year. This limitation is for a period not to exceed 120 paid days or 600 paid hours if you hold a PEL. Someone who holds a SUB or PARA with a bachelor's degree is limited to 90 paid days or 450 paid hours.

The Teachers' Retirement System ([TRS](#)) in Illinois limits a substitute teacher, who is a TRS annuitant, to substitute teach for a period not to exceed 120 paid days or 600 paid hours in any school year, but not more than 100 paid days in the same classroom.

Must have on file in the Human Resources Office at Forest View Educational Center:

- Completed online application
- Copy of professional educator license registered for the current school year
- Statement signed by a healthcare provider that you are physically fit to work and free from communicable diseases (**current within 90 days prior to employment**)
- Completed Federal W-4 form
- Completed IL W-4 form
- Acceptable results from a D214 fingerprint scan
- Employment Eligibility Verification form (I-9), including appropriate IDs
- Pension form
- Teachers' Retirement System forms if applicable
- Statement Regarding Social Security if applicable
- Verification of completion of District GCN Tutorials
- Direct Deposit Form

## SUBSTITUTE COORDINATORS

### [Buffalo Grove High School](#)

1100 West Dundee Road, Buffalo Grove, 60089

Mitzi Rayburn

847-718-4015

### [Elk Grove High School](#)

500 Elk Grove Boulevard, Elk Grove Village, 60007

Anna Cruz-Gully

847-718-4413

### [The Academy at Forest View](#)

2121 S. Goebbert Road, Arlington Heights, 60005

Irma Torres

847-718-7772

### [John Hersey High School](#)

1900 E. Thomas Street, Arlington Heights, 60004

Heather Kinsella

847-718-4815



Newcomer Center

2121 S. Goebbert Road, Arlington Heights, 60005

Diane Guzman

847-718-7937

Prospect High School

801 W. Kensington Road, Mount Prospect, 60056

Dominique Warren

847-718-5215

Rolling Meadows High School

2901 Central Road, Rolling Meadows, 60008

Luisa Catanese

847-718-5613

Vanguard School

2121 S. Goebbert Road, Arlington Heights, 60005

Teresa Sotelo

847-718-7890

Wheeling High School

900 S. Elmhurst Road, Wheeling, 60090

Kristina Westmorland

847-718-7013

## **AUTOMATED SUBSTITUTE SYSTEM**

District 214 uses Frontline Aesop system to manage substitute jobs in the district. Aesop, utilizes both the telephone and the Internet to assist you in locating jobs in District 214. Aesop is available 24 hours a day, 7 days a week. Aesop uses three methods to make jobs available to substitutes:

- ▣ You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Aesop on the Internet at [AesopOnline \(http://www.aesoponline.com\)](http://www.aesoponline.com). If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job!
- ▣ You may interact with the Aesop system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, you can proactively search for jobs and manage existing jobs. We recommend calling in to check the computer recording of your name by pressing Option 4.
- ▣ Aesop will also make phone calls to pre-select substitutes to offer jobs. The administrative office has selected the following hours and standard call times when the Aesop service may call for substitutes: 5:30 a.m. to 11:59 a.m. in the morning and 12:00 p.m. to 9:30 p.m.
- ▣ In order to access the Aesop system, you must enter your log-in ID and PIN which are provided to all substitutes upon successful completion of the application process.
- ▣ If you accept a job, Aesop will issue a confirmation number. **Please remember** that your transaction is not complete until Aesop supplies you with a confirmation number.

Should you experience difficulty using the Aesop system in any way, please contact Jenny Herrera at [jenny.herrera@d214.org](mailto:jenny.herrera@d214.org) or 847-718-7851.

## REQUIRED TRAINING

All substitutes are required to complete online training through the [Global Compliance Network](#) or GCN. In order to be in compliance with state law, the DCFS Mandated Reporter training will now be completed directly from the DCFS website. You will need to provide a copy of your DCFS issued certificate of completion to the HR department. GCN will provide you the link in order to complete the DCFS Mandated Reporter training. General directions for accessing and completing the training will be provided to all substitutes by the Human Resources office.

## WORK RELATED INJURY PROCEDURE

District 214 uses Medcor, an injury assessment service, to assist with work related injuries. Medcor provides you with access to speak to a medical professional 24 hours a day, 7 days a week at no cost to the individual. They also initiate the needed paperwork to the medical facility to provide you with more immediate care and attention. There are no forms to complete on-site.

Step 1: The injured worker notifies his/her Supervisor/Lead regarding the injury. **In the case of a life threatening injury, CALL 911!**

Step 2: The Supervisor/Lead immediately calls Medcor at 1-800-775-5866.

Step 3: Ideally, the supervisor and injured individual should place the call together. If the supervisor is unavailable, the injured individual can call Medcor directly. A medical professional gathers relevant information. The medical professional recommends a course of action that includes:

- On-site first aid treatment procedures
- Or, if needed, referral to a suggested medical facility for treatment

## CONDUCT OF STUDENTS

The Board of Education establishes regulations regarding student conduct. Students are expected to comply with regulations of the school; to obey promptly all directions of the school staff; to observe good order, and to conduct themselves at school or at school-related activities in such a manner that their conduct will neither harm nor bring discredit to the schools of the district. Disciplinary action will be taken for those students who do not conduct themselves accordingly.

Good discipline is necessary if a school is to function in the most effective manner for students. Through good discipline and self-control, the student can work with the school to form a productive partnership.

Good discipline requires teamwork and is the combined responsibility of students, parents, and staff. Disciplinary actions in district schools may include, but are not limited to, the following:

- Verbal reprimand
- Parent conference
- Detention
- Saturday detention
- Removal from class
- Suspension
- Expulsion
- Police intervention

The following behaviors are unacceptable and will result in disciplinary action:

- ▣ Fighting/physical abuse
- ▣ Insubordination, flagrant or persistent disrespect or deliberate attempts to antagonize and/or intimidate a staff member or a substitute teacher
- ▣ Defacing, vandalizing, damaging or misusing the school's or another person's property
- ▣ Possession, use, distribution, or being under the influence of an alcoholic beverage or controlled substance on campus
- ▣ Use of vulgar or profane language and gestures
- ▣ Extreme dress or appearance that disrupts learning
- ▣ Truancy and attendance violations
- ▣ Extreme displays of affection
- ▣ Physical or verbal abuse (Bullying: intimidation, including sexual harassment, and/or hazing of another person because of appearance, race, religion, disability, creed or nationality)
- ▣ Entering or loitering in an unauthorized area
- ▣ Smoking or use of tobacco products (e-cigarettes)
- ▣ Lying or deception, including forgery or cheating
- ▣ Disrespect shown towards a staff member
- ▣ Use of radios, pagers, or cell phones (Walkman-type radios in commons only)
- ▣ Failure to be in possession of proper authorization when in halls or washrooms during class time
- ▣ Leaving campus without permission prior to the end of the school day
- ▣ Failure to carry and display a student I.D
- ▣ Continued lack of academic preparedness
- ▣ Card playing and gambling
- ▣ Habitual tardiness
- ▣ Carrying of weapons, including "look-alikes"
- ▣ Membership in a gang or participation in gang, mob or gang-like activity (includes wearing of gang colors and use of gang signs, etc.)

### **DRUGS - ALCOHOL - SMOKING**

The possession, purchase, sale and/or use of illegal (or related) drugs or drug paraphernalia or alcohol on school grounds is strictly prohibited. Smoking and tobacco use is prohibited everywhere on school property at all times.

### **HOME/HOSPITAL INSTRUCTION**

Home and hospital instruction are provided to any student with a health or physical impairment or special education condition who can educationally benefit from such instruction. Each student may receive up to seven (7) hours of home/hospital instruction per week.

All home/hospital substitute teachers must hold a Professional Educator License (PEL) in the state of Illinois. Substitute teachers are usually requested to provide tutorial assistance in all areas of instruction. A substitute teacher providing instruction to a student with disabilities must be licensed with either an endorsement or approval in the disability area provided in the student's IEP.

Periodic conferences between the home/hospital instructor and school staff will be scheduled to coordinate the student's progress in his/her school program.

## RESPONSIBILITIES OF THE SUBSTITUTE

**DRESS CODE:** Substitutes are expected to dress professionally - business or business casual attire. Collared shirts are recommended. Shorts and torn and tattered jeans are prohibited.

**PERSONAL APPEARANCE/HYGIENE:** Substitutes should always be presentable and well-groomed when working in District 214.

**NAME BADGES:** MUST BE WORN AT ALL TIMES AND WILL BE PROVIDED BY THE SCHOOL SECURITY DESK or the MAIN OFFICE.

**PARKING PLACARDS:** WILL BE ISSUED AT THE SCHOOL YOU REPORT TO FOR YOUR FIRST ASSIGNMENT (*to be placed on the rearview mirror of your car*). Go to the Associate Principal's Administrative Assistant for your parking placard.

**CELL PHONES:** must be turned **OFF** during class.

Upon arriving at the assigned school, a substitute must report to the security desk for check-in. The substitute must present his/her driver's license which will be scanned through the security software. Once cleared, the substitute will be given a badge in exchange for their license by either security or the Administrative Assistant in the Main Office. This badge should be worn throughout the day. The substitute then signs in and reports to the Associate Principal's Administrative Assistant. The license will be returned when the substitute signs out at the end of the day.

Because our schools are public buildings, it is necessary to exhibit care with one's personal property. All substitutes and visitors to our schools may find a safe and convenient location for their personal property by contacting the Principal's Administrative Assistant, Associate Principal, or the Division Assistant. Our insurance is such that we are unable to assume responsibility for personal items stolen or lost.

Each teacher usually checks attendance each period. Substitutes should check with the Associate Principal or Division Head to determine the reporting process in that particular building.

Students are not to be in the corridors of the school when classes are in session unless they have an official student pass. In signing a student pass, the substitute should always sign the regular teacher's name and countersign with his/her own name.

School procedures delineated by school personnel should be followed. If it is necessary to deviate from the planned program, this change should be communicated to the appropriate school administrator.

Substitutes are encouraged to utilize all services provided by the school and are welcome to visit faculty workrooms during the conference or lunch period. As a professional member of the staff, substitutes have responsibilities that foster a positive learning situation for all students.

## GENERAL GUIDELINES

The following are four guidelines that may help contribute to a classroom atmosphere where students have genuinely productive learning experiences. These guidelines may also be of assistance to substitutes in carrying out their jobs effectively.

## **BE PREPARED**

A substitute who is well prepared for each day will be less distracted by procedural matters and can provide more meaningful instruction to students.

- A. ARRIVE EARLY.** Arriving at least 30 minutes before students provides you time to obtain needed information from the office, become acquainted with the environment- facility, and familiarize yourself with the learning activities planned for students. If teaching, assignments should be written on the board before class.
- B. OBTAIN NECESSARY ADMINISTRATIVE INFORMATION.** You should report immediately to the school office to obtain necessary administrative information. A master schedule will show the names and room numbers of teachers who teach the same subject or same grade levels. In addition, you should have the room numbers of the Division Head and the room you are assigned.
- C. FAMILIARIZE YOURSELF WITH THE CLASSROOM.** While examining the facility, it is advisable to locate all posted emergency drill procedures, learn how the school's public address system is used for communication, and locate a secure place to store personal belongings.
- D. IF TEACHING, LOCATE NEEDED TEACHING MATERIALS IN ADVANCE.** When previewing materials, the substitute should determine what instructional outcomes are to be taught and how the instructional material is to be presented. Difficulty locating necessary materials such as books, papers, etc., should be reported to the Division Head as it may be helpful to administrators and other substitutes in the future.

## **2. TAKE CHARGE OF THE CLASSROOM**

- A. START THE CLASS DECISIVELY.** Substitute teachers should establish their authority with confidence by starting the class on time, carefully observing student behavior, greeting students cheerfully, and beginning the lesson promptly. Students should sit according to a seating chart. Teachers must keep seating charts current.
- B. TAKE ATTENDANCE EFFICIENTLY.** A substitute teacher who takes attendance efficiently sends a clear message that instructional time is valued. Moving rapidly and accurately through the roster and making eye contact with each student helps substitutes to establish themselves as competent teachers.

Attendance may be taken in alternative ways by collecting papers, by circulating during an assignment and noting names, or by checking the roster at the end of class.

- C. GET ACQUAINTED.** When the situation allows for it, get acquainted with the class. Providing students with background information on a substitute's content areas and a willingness to help students as they work sets a positive tone.
- D. GIVE DIRECTIONS CONCISELY.** Provide students with clear, concise, step-by-step directions.

## **3. CLARIFY EXPECTATIONS ABOUT STUDENT CONDUCT**

- A. REAFFIRM THE CLASSROOM EXPECTATIONS.** Before class starts, substitutes should go over the existing classroom expectations with the students. If a discipline plan is not available, substitute teachers should implement their own plans. Develop just a few rules related to respect and responsibility, make students aware of the rules, and implement discipline in a firm, fair, and consistent manner. In addition, have in mind suitable consequences for unacceptable behavior as

well as positive reinforcement for good behavior. A firm but friendly attitude from a substitute teacher who expects good behavior will bring out the best in students.

- B. PROVIDE FEEDBACK.** During the classroom period, provide specific feedback, including information about the appropriateness of students' behavior. This feedback, delivered in a pleasant but clear tone, helps students monitor their own behavior.
- C. CIRCULATE FREQUENTLY AROUND THE CLASSROOM.** In observing student behavior, it is important to move quickly to areas where students are not on task or where problems are likely to arise. In the event of inappropriate behavior, first speak with the student calmly and individually asking him/her to cooperate. If this is repeatedly ineffective and the problem escalates, provide the student with a pass to the Division Head and then immediately call the Division Head to notify him/her that you have dismissed a student. Consult the policy in each division and seek administrative assistance as needed. Remember – it is important to set behavior and academic expectations at the beginning of each class.

#### **4. COMMUNICATE THE SIGNIFICANCE OF LEARNING**

As a substitute it is important to provide students with continuity. One way to ensure this goal is to communicate to students the significance of the day's learning.

- A. MINIMIZE TIME SPENT ON PROCEDURAL MATTERS.** A substitute teacher can demonstrate a concern for the importance of instruction by reducing the time spent on such procedural matters as taking attendance. Maximize the time spent on learning by having materials and supplies ready so that students may become actively involved in lessons as quickly as possible.
- B. REQUIRE STUDENT ATTENTION AND PARTICIPATION.** Seek student attention when directions are being given for assignments. To ensure that students understand directions, a skillful substitute might ask individuals to repeat parts of the directions.

During group learning activities, give students as many opportunities as possible to be active learners. During individual seatwork periods, students should be held accountable for completing work within the time allotted. Help students by using the clock to pace their work.

For long term assignments, schedule a review period to determine if anyone is having difficulty and needs assistance; this also allows students to know that the work that they are doing is important. Collected assignments are best, but teachers must be made aware of this and be diligent in grading and recording such assignments so that the substitute may work cooperatively with teachers in meeting learning outcomes. For an assignment that cannot be collected, initial the amount accomplished in class; this becomes effective only if the teacher checks the work and assigns points for the amount of work accomplished in class.

- C. PROVIDE CLOSURE AT THE END OF CLASS.** At the end of each class, leave time to bring closure to the learning activities. Remind students about homework and compliment them for their academic achievements and appropriate behavior. Allow students to start homework individually or in groups of two or three. Circulate, offering groups and individuals help and encouragement.

**In Aesop, please leave a note for the classroom teacher describing the academic work that was accomplished during the period and the level of student productivity.**

Following these guidelines should help you as a substitute create the kind of classroom atmosphere that will be conducive to effective instruction. A well-managed classroom is a classroom in which learning can be maximized.

## SUBSTITUTE PAY:

### TEACHING

When accepting an assignment, the substitute teacher assumes the entire teaching and supervisory responsibilities for the teacher for whom he/she is substituting. This may result in assignment variations related to class size, placement of classes during the workday, variable scheduling, and types of program support assignments.

The rate of pay for a substitute teacher is \$50.00 per block.

*Please note that your conference or "planning" period and lunch period are unpaid unless, upon the request of the school, you elect to take on extra duties.*

A **substitute teacher** who works a full day assignment and is requested and accepts to sub during their conference or lunch period for a different teacher will be paid \$50.00 per block for the extra block assignment.

On the twentieth (20<sup>th</sup>) consecutive day in the same **full-time** teaching assignment, a substitute will be classified as a long-term substitute. Pay for the long-term substitute shall be \$200.00 per day. For the first twenty days, the long-term substitute will be paid at the daily substitute rate of \$50.00 per block. On the twenty-first (21<sup>st</sup>) consecutive full-time day the pay will increase to \$200.00 per day and the substitute will be retroactively compensated at that same rate for the first through the twentieth days. Long-term substitutes are expected to complete all of the duties of the regular teacher at no additional compensation (i.e.: parent conferences, meetings, etc.).

A **substitute nurse** assumes the full day's responsibility of the nurse at the school. The substitute nurse is "on duty" all day. The substitute nurse shall be paid at a rate of \$.37 per minute.

### SUPPORT STAFF

A substitute for an educational support staff position will be paid at a rate of \$.22 per minute. The substitute assumes the regular responsibilities of the person for whom he/she is substituting.

**A substitute who reports to the school and upon arrival finds that there has been a change or error in the assignment, by no fault of his or her own, at the discretion of each building, may receive pay if he/she stays and accepts another assignment when available. The substitute who chooses not to accept an alternative assignment will not receive any payment.**

## SUBSTITUTE PAY PROCEDURES

The School Board establishes the rate of pay for substitutes. Substitutes receive only monetary compensation for time worked and no other benefits.

The Associate Principal will submit a "Substitute Payroll Claim Form" to the Payroll Department for each substitute working in the building. Substitutes are paid according to the payroll schedule (see attached). State and federally mandated deductions will be made from each check.

Paychecks typically reflect a 2-week lag between days worked and payment. Assignments completed between the 1<sup>st</sup> and the 15<sup>th</sup> of the month will be paid on the 30<sup>th</sup> of the month. Assignments completed between the 16<sup>th</sup> and the 30<sup>th</sup> of the month will be paid on the 15<sup>th</sup> of the following month. This is all subject to the payroll claims being submitted to the payroll department before the payroll cut off dates. Any questions concerning pay should be directed to the school at which the assignment was completed.

The substitute whose assignment requires traveling between schools shall be reimbursed. An Expense Reimbursement Claim should be secured from the Associate Principal's Administrative Assistant, completed and submitted to the respective Associate Principal.

Direct Deposit Advisories are mailed to the home address of the substitute.

## REPORTING TO THE SCHOOL

**Buffalo Grove High School**, Arrival Time: at least 15 minutes prior to your assignment

Parking: East lot next to the football field Sign-In/Out: Main Office

Special Instructions: A substitute folder should be picked up and returned at the end of your assignment from Mitzi Rayburn 847-718-4015 in the Main Office.

**Elk Grove High School**, Arrival Time: No earlier than 15 minutes prior to your assignment.

Parking: Faculty parking in the front lot Sign-In/Out: Main Office

Special Instructions: Report to Mrs. Cruz-Gully 847-718-4413 in the Main Office. A substitute folder and building key will be given. Payroll form filled out and left at the Main Office. End of assignment, turn in folder, key and payroll form in the Main Office. The Division Assistant will provide specific materials for subs.

**The Academy at Forest View**, Arrival Time: at least 15 minutes prior to your assignment

Parking: South parking lot, enter Door #31 Sign-In/Out: Main Office

Special Instructions: Report to Ms. Irma Torres 847-718-7772 in the Main Office.

**John Hersey High School**, Arrival Time: at least 15 minutes prior to your assignment

Parking: West lot Sign-In/Out: Main Office

Special Instructions: A substitute folder should be picked up from Ms. Heather Kinsella in the Main office. Folder and form returned to Ms. Kinsella 847-718-4815 at the end of the day.

**Newcomer Center**, Arrival Time: at least 15 minutes prior to your assignment

Parking: FVEC-Front or South lot, Door #2 Sign-In/Out: Receptionist, front desk

Special Instructions: Ms. Diane Guzman will escort to the Newcomer Center office. Pick up and return pay claim form to Ms. Guzman. 847-718-7937

**Prospect High School**, Arrival Time: at least 15 minutes prior to your assignment

Parking: West lot. If after 7:30 a.m., North or West lot, use Door #4 or Door #30. Sign-In/Out: Main Office

Special Instructions: Report to Ms. Yesenia Ortega 847-718-5215 and sign in. Substitute will be directed to Division Head for specific instructions. Sign out in the Main Office at the end of the day.

**Rolling Meadows High School**, Arrival Time: at least 15 minutes prior to your assignment

Parking: Back lot, Front lot first row only, or east side of the building. Please DO NOT park in Visitor or

Commuting Teacher spots. Sign-In/Out: Main Office Special Instructions: Report to Ms. Luisa Catanese 847-718-5613 in the Main Office to sign in. Pick up and return pay claim form to Ms. Catanese.

**Vanguard School**, Arrival Time: at least 15 minutes prior to your assignment

Parking: FVEC-North lot, Door #5 Sign-In/Out: Main Office



Special Instructions: Report to Ms. Teresa Sotelo 847-718-7890 in the Main Office to sign in. Pick up and return pay form to Ms. Sotelo. Staff meeting begins at 7:30 a.m.

**Wheeling High School**, Arrival Time: at least 15 minutes prior to your assignment Parking:

Front parking lot (east), Door #1 Sign-In/Out: Main Office

Special Instructions: Report to Ms. Kristina Westmoreland 847-718-7013 in the Main Office to pick up a substitute folder and classroom key. Folder, classroom key and payroll claim form should be returned to Ms. Westmoreland at the end of the day.

**SCHOOL HOURS/SCHEDULE**

Substitutes should be in the building a minimum of fifteen minutes prior to their assignment and fifteen minutes after the assignment ends.

**A/B CLASS SCHEDULES-ALTERNATING DAYS**

<b>BGHS, EGHS, JHHS, PHS, WHS</b>	<b>A Day</b>	<b>B Day</b>
Class Times	Class Period	Class Period
8:35 a.m. – 9:45 a.m.	Zero Hour	Zero Hour
9:50 a.m. – 11:00 a.m.	6	5
11:10 a.m. – 12:50 p.m.	2*	1*
12:55 p.m. – 2:05 p.m.	3	7
2:15 p.m. – 3:25 p.m.	4	8

\*Includes a 30-Minute Independent Study Work break.

Calendar Posted in Aesop

<b>RMHS</b>	<b>Gold Day</b>	<b>Purple Day</b>
Class Times	Class Period	Class Period
8:35 a.m. – 9:45 a.m.	Zero Hour	Zero Hour
9:50 a.m. – 11:00 a.m.	6	5
11:10 a.m. – 12:50 p.m.	2*	1*
12:55 p.m. – 2:05 p.m.	3	7
2:15 p.m. – 3:25 p.m.	4	8

\*Includes a 30-minute Independent Student Work break.

Township High School District 214  
**SUBSTITUTE PAYROLL CLAIM FORM**

Name (Please Print) \_\_\_\_\_ Date \_\_\_\_\_

Employee ID # \_\_\_\_\_ Location:  BGHS  EGHS  FVAS  FVEC  JHHS  NCTR  PHS

CLASSIFICATION  RMHS  VAN  WHS  Other \_\_\_\_\_

- Substitute - Certified  
 Substitute - ESP

Substituted for: \_\_\_\_\_

DAY	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	
DATE								TOTAL HOURS
HOURS								

ACCOUNT # \_\_\_\_\_ RATE \$ \_\_\_\_\_ /  Hour  Day  Week  Other (Specify)

Employee Signature: \_\_\_\_\_ TOTAL Payment: \$ \_\_\_\_\_

Program Administrator: \_\_\_\_\_ Approved by: \_\_\_\_\_

After a retirement request has been Board approved, **all extra duty assignments must be approved** by their building administrator **and** the associate superintendent for human resources **PRIOR** to undertaking any extra duty assignment. They may **not** be compensated for any extra duty assignments that have not been pre-approved in this manner. If this employee's retirement request has been Board approved, please initial that this extra duty assignment will not exceed the 6% annual increase of creditable earnings. \_\_\_\_\_ Employee Initial \_\_\_\_\_ Bldg. Admin. Initial \_\_\_\_\_ Assoc. Supt. HR Initial

Comments \_\_\_\_\_

*"An Equal Employment and Equal Education Opportunity Agency"*

White – District Business Office

Canary – Program Administrator

Pink - Originator

Form 314A Rev. 4-10

Your D 2 1 4 Employee ID number is required to input your pay.



You must indicate whether you subbed for an EA member or an ESP member. The rate of pay will be different and TRS, THIS and Medicare will be deducted for EA substituting. On your paycheck TRS 9.0 EE DED is for TRS (Teachers' Retirement System) and is a 9.0% pretax deduction. TRS/"THIS" (Teachers' Health Insurance Security Fund) is a 1.12% pretax deduction. These are both state required deductions.

**Please Note:** If you are retired from a TRS position or the Chicago Public School system, indicate that by writing "Retired" at the top of the Substitute Payroll Claim form.

# Emergency Response Procedures:

## Soft Lockdown Procedures:

1. Listen to instructions from the school administrator announcing the soft lockdown.
2. Move any students in the nearby hallway or bathroom into your classroom and close your classroom door.
3. If you are outside of the building with students, or nearest a door where students are outside, bring the students inside and into the nearest classroom.
4. Account for all students by taking attendance. If possible, report any missing students to the main office either by phone or e-mail. Do not leave the classroom or send a student to report this information. Also report any students that you have taken into our classroom who belong in a different classroom. School administrators will notify the appropriate teacher of their location.
5. Remain in the classroom for further instructions, but continue normal classroom activity.
6. Listen for the "All Clear" to be announced and follow any instructions given on how to resume normal operations.

## Soft Lockdown Scenarios:

- Abduction of a Student
- Civil Demonstration/Protest
- Death on School Grounds
- Sexual Assault
- Unknown Person who becomes confrontational

## **Hard Lockdown: \*\*Students or staff outside the building at the time a hard lockdown is initiated should report immediately to the designated off campus student relocation site.**

1. Listen to instructions from the school administrator announcing the hard lockdown.
2. Move any students in the nearby hallway or bathroom into your classroom and close and lock your classroom door. (Note: The same instructions apply to students and staff in other rooms-i.e. gym, cafeteria, library, etc.)
3. Move students away from doors and windows and group them on the floor in the back of the classrooms or in another safe area in the classroom.
4. Turn off all lights and any audio-visual equipment.
5. Determine if you have any missing students. Be prepared to report that information via phone, e-mail, or other means to the main office or to local emergency responders.
6. When the situation has been resolved, each classroom will be visited individually with an "All Clear" message and given instructions on how to resume normal operations.

## Hard Lockdown Scenarios:

- Armed Intruder
- Hostage Situation

## Evacuation Procedures:

1. Listen for the fire alarm OR instructions from the school administrator announcing the evacuation.
2. Instruct students to evacuate the building using the designated routes and then report to the designated evacuation site. If it is unsafe to use the primary evacuation route, use the secondary one.
3. Take a class roster and the emergency backpack with you to the evacuation site. Put on the teacher identification vest located in the backpack.

4. At the evacuation site, take attendance to determine if any students are missing.
5. Let school administrators and local emergency responders know if you have any missing or injured students.
6. Remain at the evacuation site until the “All Clear” is announced. Follow all additional instructions regarding re-entry into the building or relocation.

**Evacuation Scenarios:**

- Credible Bomb Threat or Danger is Imminent
- Earthquake that Damages the School
- Fire
- Flood that poses a Safety Threat
- Hazardous Materials Release – severe and inside the building
- Natural Gas Leak
- Structural Failure
- Suspicious Substance/Package
- Utility Loss or Failure

**Relocation Procedures:**

1. Listen to instructions from the school administrator announcing the relocation.
2. Instruct students to evacuate the building using the designated routes and then relocate to the designated relocation site. If it is unsafe to use the primary evacuation route, use the secondary one.
3. Take a class roster and the emergency backpack with you to the relocation site. Put on the teacher identification vest located in the backpack.
4. At the relocation site, take attendance to determine if any students are missing.
5. Let school administrators and local emergency responders know if you have any missing or injured students.
6. Remain at the relocation site until the “All Clear” is announced. Follow all additional instructions from administrators and local emergency responders.

**Relocation Scenarios:**

- Airplane Crash into the School Building
- Credible Bomb Threat or Danger is Imminent
- Earthquake that Damages the School
- Explosion
- Fire
- Flood that posed a Safety Threat
- Hazardous Materials Release-severe and inside the building
- Natural Gas Leak
- Structural failure
- Suspicious Substance/Package
- Utility Loss or Failure

**Shelter-In-Place Procedures:**

1. Listen to instructions from the school administrator announcing the shelter-in-place.
2. Instruct students to move to the designated shelter-in-place site.
3. If you are outside of the building with students, or nearest a door where students are outside, bring the students with you and escort them to the designated shelter-in-place site.

4. Take a class roster and the emergency backpack with you to the shelter-in-place site. Put on the teacher identification vest located in the backpack.
5. At the shelter-in-place site, take attendance to determine if any students are missing.
6. Let school administrators know if you have any missing or injured students.
7. Remain at the designated shelter-in-place site until the “All Clear” is announced. Follow all additional instructions from administrators and local emergency responders regarding how to resume normal activity or another necessary course of actions.

**Shelter-In-Place Scenarios:**

- Earthquake
- Tornado
- Airplane Crash in close proximity to School Building
- Hazardous Materials Release – severe and outside of the building

**Medical Emergency Procedures:**

1. Call 9-1-1 or report the emergency to school administrators.
2. Check the immediate vicinity around the sick/injured or at risk student/staff member to make certain it is safe for you to approach.
3. Call, or instruct someone else to call, the nurse and convey the following information to that individual:
  - Nature of the illness, injury, or problem, if known.
  - Exact location of the sick/injured or at risk individual.
  - Physical description of the individual.
4. Render any immediate first aid if you are qualified to do so. Do not move the person unless a life-threatening condition exists (i.e. fire).
5. Remain at the scene until local emergency responders arrive.

**Medical Emergency Scenarios:**

- Athletic or Playground Injuries
- Student or Staff Collapse
- Suicidal Behavior