

SUBSTITUTE

TEACHER

HANDBOOK



2023 – 2024

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Welcome!

This handbook is provided to assist you as you teach in District 64. When you are substituting in any classroom in our schools, you are the teacher. District 64 takes pride in its excellent personnel, facilities, equipment, and instructional materials. It is dedicated to providing the staff an environment which will provide students with optimal opportunities to learn. The expectations of the school district and community in our schools are high.

We welcome you as an important participant in our instructional team. Your contribution to the District's instructional program is appreciated. Please work closely with the administrator(s) and teachers of the building(s) in which you are employed. If you have any questions, do not hesitate to contact your principal, appropriate coordinator, or Dr. Joel Martin, Assistant Superintendent for Human Resources.

Please accept our best wishes as you begin your responsibilities.

Dr. Joel Martin
Assistant Superintendent for Human Resources

EDUCATIONAL PHILOSOPHY

We believe the best education is based upon the nature and the needs of the learner and the society in which the learner lives.

We believe children need to live healthfully; get along well with people; acquire ability in the mental, physical, and social skills required for effective citizenship; develop an acceptable code of moral and spiritual values; and be able to create a rich cultural life for themselves.

We believe our society needs informed, well adjusted, and effective citizens who must recognize and assume their responsibilities in order to enjoy and protect their liberties.

We believe that only with the school, home, and other community agencies working together can the best education be provided.

It is to these premises that the Park Ridge-Niles Public Schools are dedicated. The application of these beliefs dictates the following principles:

Children learn to do by doing. They learn to solve problems by solving problems. They learn to live in a democratic society by growing up in a democratic group, a democratic group being one in which the welfare of all is considered and rights of the individuals respected, in which responsibility goes with freedom, in which there is respect for authority.

Children need certain basic understandings. They need some knowledge of the social and physical sciences to better understand how people live. They need to learn where to find the knowledge required to function as contributing members of their group. They need to develop interests which will stimulate further learning.

Children need physical skills which will help them keep fit for everyday living and serve them in recreational and social situations.

Children need mental skills - such skills as the ability to read well, to speak properly, to spell correctly, to write legibly, to use numbers effectively, to study efficiently, to listen attentively, and to think critically. If these skills are to serve children, now and later, they are best gained in meaningful situations. They must be practiced in many and varied situations where such skills are needed and where children sense their need.

Children need social skills gained through actual participation in situations where these skills are used, where there is a need to assume responsibility, to cooperate, to consider the wishes and opinions of others, to show initiative, and to participate in fellowship, as well as leadership activities. Children need to function as contributing members of a group which will extend its interest in an ever-widening circle.

Children will lead happier, better rounded lives as contributing citizens of their nation if they develop wide interests in art, music, science, literature, and the world around them; if they develop creative ability; and if they develop an understanding and appreciation of our American way of life.

Educator Licensure

Substitute Teaching License

Become a Substitute Teacher!

Get valuable experience, set your own hours, earn up to \$195 a day, and make a difference in the lives of Illinois students.



You can apply with a school district without a substitute license if...

- You want to substitute teach, and you hold a valid Illinois Professional Educator Licensure (PEL) and a bachelor's degree.
- You want to serve as a short-term substitute, and you hold a valid Illinois license with an associate degree.
- You want to substitute teach in a career and technical education classroom, and you hold a valid Illinois educator license with stipulations endorsement in any area of career and technical education..

Simply apply with the school district of your choice!

Substitute vs. Short-Term Substitute License

If you do not fit one of the three scenarios above, Illinois currently has two types of substitute teaching licenses valid for preschool through 12th grade.

Substitute	Short-Term Substitute
Valid for five years.	Valid for 5 years. Application available through June 30, 2028.
Renewable every five years with payment of \$50 registration fee.	Educators who currently hold the license with a 2023 expiration date can renew in ELIS to receive an additional five years.
Can serve in place of a contracted teacher for up to 90 days or in an emergency situation for up to 30 days when no teacher is under contract with the district unless the district receives approval of an extension from the ROE/ISC.	Can teach up to five consecutive days per licensed teacher.
Bachelor's degree or higher from a regionally accredited institution required or enrolled in an Illinois approved educator preparation program and have completed 90 semester hours of coursework.	Associate degree or higher from a regionally accredited college or university or at least 60 semester hours of coursework from a regionally accredited college or university required.
Application and \$50 application fee* required for employment.	Application and \$25 fee* required for employment.

How to Get Your License

1. Log into the Educator Licensure Information System (ELIS) at www.isbe.net/ELIS.
2. From the Action Center, select "apply for a substitute or short-term substitute license."
3. Complete application and pay reimbursable fee.*
4. Your institution must submit your official transcripts to your Regional Office of Education or Intermediate Service Center or to transcripts@isbe.net.
5. We will issue your license automatically once we verify your transcript.
6. Register your license in ELIS. You now have a license valid for employment.

*We will reimburse your application fee once you substitute teach for 10 or more days after receiving your license. Ask you Regional Office of Education or Intermediate Service Center for more details once you are employed.

isbe.net/licensure-requirements

August 2022



Illinois
State Board of
Education

If I hold a valid professional educator license or educator license with stipulations, am I qualified to be a substitute teacher?

1. If you hold a valid professional educator license or educator license with stipulations that require a bachelor's degree for issuance, you are qualified to be a substitute teacher. You *do not* need to hold a substitute teaching license.

Licensure Specialist:

Izabela Kuczek

North Cook Intermediate Service Center

(847) 803-5614 • (847) 803-3708 fax • www.ncisc.org

1001 E. Touhy Ave., Suite 200 • Des Plaines, IL 60018

DISTRICT 64 SUBSTITUTE REQUIREMENTS

In keeping with District 64's philosophy of education regarding the day-to-day teaching responsibilities, substitute teachers in District 64 are required to meet the same standards as the regular classroom teacher. To be placed and maintained on the substitute teacher list, the following items must be in the substitute teacher's file:

- A. Online Application
- B. Availability card--5 ½" x 8 ½" card
- C. DCFS form relating to the Abused and Neglected Child Reporting Act
- D. I-9 Form, Employment Eligibility Verification
- E. Authorization for Internet Access
 - Technology Device Agreement
- F. Copy of a valid Illinois Teaching License
- G. Teachers' Retirement System Information and Beneficiary Form
 - Social Security Administration Form
- H. Tax forms (W-4) State and Federal
- I. Health Exam (within last year at your cost)
- J. Driver's License (copy)
- K. Social Security Card (copy)
- L. Direct Deposit form with a voided check
- M. Criminal Background Check (fingerprinting at D64 Office)
- N. Faith's Law Forms
- O. New District Policy Information Form

SCHOOL HOURS

Daily Schedule for Teachers

Jefferson Preschool

8:20 a.m. Report to building
3:20 p.m. End of school day

Wednesdays 2:20 p.m. End of school day

Elementary Schools (Carpenter, Field, Franklin, Roosevelt, Washington)

8:20 a.m. Report to building
3:50 p.m. End of school day

Wednesdays 4:30 p.m. – End of school day for elementary teachers
3:00 p.m. – End of school day for elementary school subs

Middle Schools (Emerson and Lincoln)

7:35 a.m. Report to building - middle school
10:54 to 11:35 a.m. Lunch as scheduled
11:35 to 12:16 p.m. Lunch as scheduled
12:16 to 12:57 p.m. Lunch as scheduled
3:20 p.m. End of school day for middle school teachers

Wednesdays Unless otherwise directed by the school, end of the day
4:00 p.m. End of school day for middle school teachers
2:30 p.m. - End of school day for middle school subs

For substitute teachers who are assigned to **PM half day positions** (afternoon only) at the elementary and middle schools.

Carpenter, Field, Franklin, Jefferson, Roosevelt and Washington Schools

M, T, TH, F → substitute teacher should arrive no later than 12:15 PM

Wednesday→ substitute teacher should arrive no later than 11:40 AM

Emerson and Lincoln Middle Schools

M, T, W, TH, F→ substitute teacher should arrive no later than 11:15 AM

* Please note that because Wednesday is an early dismissal day for students, the time for arrival for a PM half day position will be earlier at the elementary schools than on the other days of the week. Please refer to this email for arrival times. **Do not refer to the arrival time listed in AESOP for Wednesday afternoon positions.** The Frontline program does not allow for customization on Wednesdays.

Substitute Teacher Lunch: Substitutes are entitled to a thirty-minute lunch. Please check with the teacher’s schedule or school office to determine when your lunch is to take place. As part of the assignment, substitutes will be asked to work all or part of the student lunch period. **Substitute teachers are only compensated for working the student lunch period if they voluntarily work through their 30 minute duty-free lunch period.**

Arrival and Dismissal: All substitutes should arrive at least 20 minutes before the start of the school day. This will allow enough time prior to students arriving to make sure you are ready for the day’s assignment. Substitutes are not allowed to leave until students are dismissed for the day and have left the school premises. *Even if you do not have students for the last period of the day, you must stay through student dismissal.* Additional time at the end of the day is built in for debriefing, clean-up, etc.

Plan Time: Substitute teachers are not entitled to a planning period. During a teacher’s planning period, a substitute may be assigned to cover or assist in another class.

Your Child: You are **not** permitted to substitute in a classroom in which your child attends. Substitutes are not to approach their child’s teacher as a parent while subbing in their child’s school. It is your responsibility to know your child’s schedule and teachers, this does include any and all special teachers (Art, P.E., Foreign Language, etc.).

Daily Schedule for Students

Jefferson Preschool

Mondays/Tuesdays/Thursdays/Fridays

8:50 a.m. Classes begin
3:00 p.m. Classes dismissed

Wednesdays

8:50 a.m. Classes begin
2:10 p.m. Classes dismissed

Elementary Schools (Carpenter, Field, Franklin, Roosevelt, Washington)

Mondays/Tuesdays/Thursdays/Fridays

8:50 a.m. Classes begin
3:30 p.m. Classes dismissed

Wednesdays

8:50 a.m. Classes begin
2:40 p.m. Classes dismissed

Middle Schools (Emerson and Lincoln)

8:05 a.m.
8:10 a.m.
3:00 p.m.
2:10 p.m.

Homeroom
Classes begin

Classes dismissed
Classes dismissed – Wednesdays

DIRECTORY OF ADMINISTRATORS & AESOP (SUB CALLING SYSTEM)

Aesop/Absence Management Coordinator – District Office 847-318-5368 – Aesop Website – www.aesoponline.com School District 64 utilizes an automated service called AESOP (Automated Educational Substitute OPerator). This service utilizes both the telephone and the Internet. The standard call times for AESOP are: [5:30AM – 1:30PM & 5:30PM - 10:00PM]. You may interact with the system either on the Internet at <http://www.aesoponline.com> or by way of a toll-free, automated voice instruction menu system at 1-800-942-3767. Access to the web to locate job assignments is available via this website. Subs may view job openings in advance through the AESOP website.

What to do when AESOP calls you: You may be prompted to enter either a PIN number and/or an Identification (ID) number. PIN numbers and Login ID's will be provided individually. You will be provided the following details when offered an assignment via Aesop: 1. School name 2. Date(s) of assignment 3. Room or location where you need to report 4. Start time 5. Any further special instructions left by the absentee. * You will then be prompted to either accept or reject the assignment. You will also have the option to reject the assignment as well as all future calls for jobs on the day of the particular assignment. If you accept, AESOP will issue you a confirmation number that you might need in the event of a follow-up inquiry. **Please remember that you have not accepted the job until you receive a confirmation number.** **How to contact AESOP via our website:** You can also change personal settings/information, update and manage your calendar, and personalize your available call times by visiting AESOP at <http://www.aesoponline.com>. You will be prompted to enter your ID and pin numbers. This is where you would **cancel** a substitute job previously accepted if needed.

If for some reason you have difficulties reaching your assignment in a timely fashion or encounter other problems, please contact the secretary of your assigned building. For specific help in special subject areas you may wish to call an ESC administrator. District 64's switchboard number is 847-318-4300.

Carpenter	300 N. Hamlin Avenue, Park Ridge	
	Mr. Brett Balduf, Principal	318-4374
	Mr. Sean Degman, Assistant Principal	318-4344
	Maribeth Aimers, Secretary	318-4370
Emerson	8101 N. Cumberland Avenue, Niles	
	Mrs. Tessa Schulman, Principal	318-8113
	Mrs. Maria Soulias, Assistant Principal	318-8700
	Mr. Paul Csongradi, Assistant Principal	318-4456
	Melissa Arnos, Secretary	318-8111
Field	707 Wisner Avenue, Park Ridge	
	Dr. Courtney Goodman, Principal	318-4383
	Ms. Christa Donnelly, Assistant Principal	318-4259
	Ruth Klepitsch, Secretary	318-4385
Franklin	2401 Manor Lane, Park Ridge	
	Mrs. Kristin Williams, Principal	318-4396
	Ms. Margaret Burke, Assistant Principal	318-4265
	Elizabeth Painter, Secretary	318-4390

Lincoln	200 S. Lincoln Avenue, Park Ridge Mr. David Szwed, Principal Mr. Tim Gleason, Assistant Principal Colleen Hogan, Secretary	318-4217 318-4218 318-4216
Roosevelt	1001 S. Fairview Avenue, Park Ridge Dr. Kevin Dwyer, Principal Ms. Jacquelyn Peters, Assistant Principal Salena Flint, Secretary	318-4234 318-4319 318-4235
Washington	1500 Stewart Avenue, Park Ridge Ms. Angela Brito, Principal Ms. Jennifer Adams, Assistant Principal Lea O'Neill, Secretary	318-4359 318-4252 318-4360
Jefferson	8200 N. Greendale Avenue, Niles Ms. Michele Barkley, Principal Kathy Luppo, Secretary	318-4249 318-5360
District Office	Dr. Joel Martin, Assistant Superintendent for Human Resources 8182 Greendale Avenue, Niles	318-4300

INTRODUCTION

When you accept an assignment as a substitute teacher, you undertake an important and difficult task. This handbook is designed to provide information which will help you in carrying out this assignment in the best possible manner.

The day-to-day teaching responsibilities of a substitute teacher are as important as the responsibilities of the classroom teacher. Educational opportunities for children can best be served by the substitute teacher following the program outlined by the classroom teacher.

Your services are of great value and are sincerely appreciated. We consider you an integral part of our school staff.

Substitute teachers cannot serve as a substitute for one of their child's classes.

SUBSTITUTE CHECK-IN/CHECK-OUT PROCEDURES:

Morning Procedure:

1. Check-in with the office secretarial staff – let them know you have arrived
2. Initial the substitute sheet in each office
3. Obtain your lanyard, Raptor ID (you swipe once and are then in the system and an ID is prepared before you enter), keys, etc. from the office staff
4. Ask the front office how they would like for you to take attendance

After-school Procedure:

1. Must return lanyard, keys, etc. to the office staff
2. Sign your full name on the daily substitute sheet (next to your initials from the morning check-in)
3. Inform the office of any issues
4. Leave the teacher a written note outlining how the day went

Please be aware that you will be asked to produce a state ID the first time you sub in the District. Your state ID card is required as part of the Raptor system used in every school in District 64.

DUTIES AND RESPONSIBILITIES OF THE SUBSTITUTE TEACHER

The Substitute Teacher Should:

1. Sign the "Aesop Sign In Sheet" in each building office. Ask about phone extensions for your room, the office, and school nurse.
2. The school day for the regular teacher begins **one-half hour before class commences and ends twenty minutes after pupils are excused**. Insofar as possible, the substitute should observe the regular teacher's hours for a school day. Wednesday early dismissal time for subs should be 20 minutes after class is dismissed for the day upon checking with the office to see if anything needs to be done during that time. The earlier you can arrive before the children, the more it is to your advantage in making last minute preparations. If for any reason it is necessary to leave the building earlier than 20 minutes after students' dismissal, *please secure the principal's approval*.
3. Check attendance at the beginning of the day and send it to the office. At Lincoln and Emerson Middle Schools, homeroom attendance should be taken and given to the office.
4. Follow through with the regular teacher's plans for the day. Leave a note for the teacher if you deviate from the plans or do not complete the lessons.
5. Assume the responsibilities of the regular teacher, i.e., recess duty, lunch duty, etc. The responsibilities of the regular teacher are not necessarily the same in the elementary and middle school. Require pupils to go outside after lunch unless a teacher gives special permission for them to remain inside. In stormy weather, check building policy.
6. Remember it is important to keep the class going smoothly. Ask for the administration's assistance early rather than late.
7. Refer notes from parents asking for special privileges, such as early dismissal, etc., to the principal, assistant principal or office for approval..
8. Follow the classroom procedures for students using the washroom.
9. Substitutes are not expected to grade papers.
10. The regular teacher may have given a student or students a pass to see them prior to school for assistance. If a student shows up before or after school for help, please refer them to the office. All students in school prior to the start of school or after dismissal need a pass. If they do not have one, send them to the office.
11. Be aware of special duties which require some pupils to leave classrooms to serve as office helpers, patrol members, etc. The names of these pupils may be posted on the bulletin board for quick reference.

Duties and Responsibilities of the Substitute Teacher --(continued)

12. Be aware of pupils involved in instrumental music lessons. Their names may be posted on the bulletin board or listed in the teacher's plan book with the time of their lessons indicated.
13. Stay with a child injured on the playground. Send the student to the nurse in the office for help. For severe bleeding, apply pressure immediately, directly over the wound. In case of any injury or accident, notify the office immediately. Children cannot leave school grounds without checking out in the office. (see Bloodborne Pathogens on next page)
14. See that the room is left in good order. Be sure windows are closed and locked.
15. Plan carefully if you are to be in a classroom for several days. Long periods of service in one assignment will require you to contact the regular teacher for her assistance in planning for the continued absence.
16. Leave a summary of the day on the teacher's desk at the end of the day. In case of extended service, fill it out on the final day of the job. It is helpful to the absent teacher for the substitute to provide a written note indicating work accomplished, specific tasks not completed, problems or difficulties in the classroom, messages from students, parents, or other staff, etc.
17. Be aware that many people will hear your voice as speaking for the school system. Assume, with the school staff, a mutual responsibility for fostering good public relations.
18. If assigned to one of the middle schools, consult the principal, team, or department chairman, for information concerning: class roll, schedule, staff, assemblies, fire drills, library, lunch, make-up work, and other matters. Contact the office in case of an emergency.
19. Check with the office administration or other teachers at the elementary grade level regarding other supervision responsibilities, e.g., recess, bus duty, etc.
20. Other: As assigned by the building or district administrator as deemed necessary.
21. Identify where the phone is in the classroom and call the office to make sure you know how to use it in the event of an emergency.
22. Confidentiality is essential. You are not to discuss students, staff, etc. with anyone outside of the school.
23. Substitutes cannot be on their cell phones while with students and cannot take photos of students or the building.

BE RESOURCEFUL!

Have some **good learning experiences** up your sleeve, just in case.

MATERIALS FOR SUBSTITUTE TEACHERS

1. This information should be readily available for the substitute. If not evident, ask the elementary principal and/or the middle school principal or team leader about these items.
 - A. Daily lesson plans – if not present contact the office.
 - B. Class list and schedules
 - C. Reading groups and/or work groups (date of last revision)
 1. Names of groups or reasons for groups
 2. Tests or equipment to be used
 3. Pupils in each group
 - D. Information about individual pupils, i.e., hearing, eyesight, and pupils to leave the classroom for extra work or independent study.
 - E. Seating chart(s)
 - F. Emergency classroom procedures

2. **It is suggested that the items and materials indicated below be kept readily accessible in the classroom.**
 - A. Routines
 1. For getting the day started
 - a. opening exercise
 - b. taking attendance
 - c. do not collect money-get help from office
 2. For handling pupil requests
 - a. sharpening pencils
 - b. going to lavatory
 - c. using free time
 3. For completing classroom responsibilities
 - a. notes to office
 - b. collecting papers
 - c. passing books
 - d. sharing kits
 - e. grading procedures
 - f. cleaning up classroom
 4. For preparing for major breaks in the day
 - a. getting ready for recess
 - b. getting ready for use of the LRC
 - c. arrival of special teachers
 - d. welcoming guests
 - e. closing the day
 - f. dismissing
 5. For handling other problems
 - a. dealing with discipline problems
 - b. providing for special needs

 - B. Special materials for substitute teacher's use
 1. Worksheets
 2. Book or story to read aloud
 3. Any other suggestions

SPECIAL SUBJECTS

In grades K-5, special teachers provide programs in art, general music and physical education. In grades 2-5, special teachers provide foreign language instruction. Some children also participate in instrumental music and the Channels of Challenge - "C of C" (gifted program). Substitutes will need to accompany and pick students up from both special's classes and from lunch. Substitute teachers need to be aware of the schedule for these activities. At the middle school special subject teachers provide a trimester of art and music to all sixth and seventh graders. Physical education is taken every day for the entire year.

SPECIAL EDUCATION

Some students in regular classrooms may be receiving the services of special education staff, such as learning disabilities (instructional resource room) teachers, speech therapists, psychologists, or social workers and counselors at the middle school level. Again, the substitute teacher needs to be aware of the schedule for these activities and which children are involved. If students indicate they are to leave the room for any support service, allow them to go but determine where they will be and when they are to return.

Confidentiality is paramount. You cannot discuss a child's IEP, grades, behavior, etc. with anyone who is not a District 64 employee. Those conversations are limited to staff who actually work with or support the students directly. Failure to adhere to confidentiality of a student or teacher, will result in your immediate dismissal.

STUDENT DISCIPLINE POLICY

A good learning situation requires an orderly environment on the part of students. Teaching effectiveness is enhanced when good order is maintained and the necessity for this accepted by the student body.

The District 64 model for class control is to be firm, fair and friendly with the goal in mind of providing a wholesome learning atmosphere. To obtain this control requires vigilance and the exercise of responsibility on the part of every staff member at all times. Each staff member should help boys and girls grow in their understanding of the importance of self-discipline. Please remember to always treat students with respect.

Communication between staff responsible for individual pupils, administration, and parents is necessary to insure that each pupil is adequately developing the self-discipline concept.

Behavior disruptive to the educational environment in the classroom may be corrected by direct involvement of the teacher or referral to the building administrator or other support staff.

Consult the principal before contacting parents, assigning extra work or keeping a student after dismissal.

The District promotes positive behavior management and restorative practices. It is our goal to resolve issues in a collective, positive manner between students.

In the event that disciplinary action is necessary, the consequence should correspond to the seriousness of the misbehavior and prevailing circumstances. The goal of discipline is to lead to improved behavior. The staff, parents, and students should be able to agree as to the reasonableness of the action, the expected outcome, and the termination date.

SPECIFICS FOR YOUR CONSIDERATION

Under no circumstances should the child be “just sent out” to stand in the hall. Students can be moved from a group and re-assigned a seat for example as times when relocating a student is acceptable.

- a. Pupils involved should be referred to a place set aside for work, a check-up made of the work accomplished, and a discussion following as to why isolation was necessary. This should only be temporary, not a permanent solution.
- b. Pupils involved may be sent to the person in charge, such as the principal or assistant principal, and a follow-up conference may be arranged.

CRITICIZING CHILDREN BEFORE OTHERS/SPEAKING TO STUDENTS

Since this method never serves an educational purpose, it should at no time be tolerated. Correction of children's work or behavior should be done in a positive fashion. Sometimes inappropriate behavior is related to the child's state of health or need for medication. Always check with the building principal or nurse before assuming a child is misbehaving. Be aware that students may not understand sarcasm and adult humor; therefore it should be avoided. Please do not use words such as “stupid” or “lame” when describing the actions of a child to them or when addressing the class.

DISTRICT 64 POLICY ON CORPORAL PUNISHMENT

The policy in District 64 is clear cut Corporal punishment is not allowed under any circumstances. Physical contact with students should not be necessary under any conditions.

HOMEWORK FOR PUPILS

In the District 64 schools, we believe in age-appropriate homework for everyone.

In the primary and intermediate grades, there may be homework assignments. School homework may be a continuation or an extension of work begun in school. Work at home may be necessary and/or desirable if a child has been absent; works too slowly to complete work during school time; needs much repetition for mastery; or wants to follow interest in areas begun at school with reading or enrichment projects and activities.

At the middle school level, homework will be expected. Team teachers should coordinate homework assignments.

The teacher should make every effort to provide ample discussion and preparation time necessary for the pupil to satisfactorily complete each required assignment. Therefore, the staff should avoid homework assignments that may deprive pupils of other worthwhile out of school activities.

The school structure provides teacher time and subject matter for the child on a regularly scheduled basis to attain prescribed goals. Often children are not available for this regularly scheduled instruction. The interruption of the instruction may interfere with a child achieving goals that the school has established. The teacher is responsible to help the child understand concepts missed due to absenteeism.

Homework assignments should never be used as a means of punishment.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

HEALTH OFFICE MEMO Bloodborne Pathogens

Every building has a full-time nurse. Always include the nurse with any medical issue.

Your First Aid Kit has been prepared for purposes of managing minor injuries which occur in your classroom. It should contain gloves, towelettes, band-aids, and small red biohazard waste bags. Always call the nurse for assistance.

In administering to minor injuries which involve blood or other potentially infectious body fluids, gloves should be worn, and materials used should be disposed of in the red bag provided. For our purposes in the school setting, all tissues, band-aids, bandages, cotton balls, applicators, paper towels, gloves and/or any other item utilized to manage the spillage of blood or other potentially infectious material, shall be considered regulated waste, and shall be disposed of accordingly.

According to OSHA guidelines for Bloodborne Pathogens, and the District 64 Exposure Control Plan, appropriate containers must be used for disposing of regulated waste, meaning anything which is contaminated with blood or body fluids. Waste containers lined with red biohazard disposal bags will be utilized in the health office in each building. For purposes of disposing of these bags in the classroom, please seal them and leave them alongside the wastebasket in your room. Custodians will pick them up and dispose of them appropriately.

The practice of Universal Precautions in the classroom is a necessary and efficient means of managing minor injuries without interruption of academic time. Please utilize this opportunity to impart to students the value of this simple and effective health promotion practice.

Again, every building has a school nurse. Call the office and ask for assistance with any medical situation.

DISTRICT 64 FIRST AID (For New "At School" Injuries)

Always refer a student with a medical situation to the school nurse office.

1. MINOR FIRST AID (Supplies in each room for use by the Teacher.)
 - A. Have student cleanse area with cotton
 - B. Apply dressing (usually a band-aid)

2. TO NURSE OR SCHOOL OFFICE
(**Notify office and send another pupil with the sick or injured student.**)
 - A. EXTENSIVE cuts, bruises, etc.
 - B. Illness or injury necessitating child going home
 - C. COVID-19 symptoms

3. NURSE TO BE CALLED IMMEDIATELY & CONTACT OFFICE IF:
 - A. COVID-19 Symptoms
 - B. Arterial and/or excessive bleeding
 - B. Poisoning
 - C. Head Injuries
 - D. Suspected Fractures
 - E. Seizures (Allow child to rest quietly)
 - F. Back Injury
 - G. Allergic Reaction
 - H. Any and all other medical situations

4. MEDICATION
 - A. **NONE** to be given without doctor's order and initiated by the school's nurse.

Every school building has a nurse. Please contact the nurse or office for any medical situation.

Additional Information

1. No pupil will leave the school grounds while classes are in session without the teacher's knowledge and permission from the school office. Children must be personally released to a designated adult by the office or a District 64 full-time employee.
2. If transportation is needed in case of illness, the parent will be contacted and asked to come for the child. If this is not possible, other arrangements can be made. District 64 will handle these issues for the sub.
3. Communicable diseases are to be reported to the principal and school nurse. Parents of children in the room where the disease has been reported will be notified of such contagion.
4. A doctor's certificate must accompany a child returning to class following measles, German measles, whooping cough, scarlet fever, poliomyelitis, skin infections, diphtheria, eye infections other than styes, infectious hepatitis, meningitis, infectious mononucleosis or any other prolonged illness.
5. Pupils with any form of suspicious skin rash or inflamed eyes should be referred immediately to the nurse.
6. If a child objects to a health class topic due to religious reasons, contact the office and allow the administration to make the decision.

HEALTH CONCERNS

If there is any question about a student's health, the school nurse should be contacted. In her absence, the principal should be notified. Remember, sometimes a child's inappropriate behavior may be related to health problems.

DISASTER DRILL

The substitute teacher needs to be aware of safety drills and first-aid procedures. Learning the details of these procedures ahead of time can save much confusion and possibly a life. In every classroom, there are two signs posted near the entrance, one a red sign giving directions for fire drill procedure and the other a white sign with directions for a disaster drill.

If you are confused or unsure on what to do with your students, ask another teacher or staff member. All staff and students in the building will be experiencing a drill at the same time. Do not be afraid to ask for assistance.

A. GENERAL RULES

1. An announcement is made to alert students and staff of an emergency. An announcement will be made to signal the completion of a drill or event.
2. Chain of Command at Building:
 - a. Principal
 - b. Assistant Principal
3. Children who are with a special teacher should be led to a designated place of safety by a teacher. Returning these children to their classroom teacher during an emergency situation could conceivably impair their safety.

B. PRECAUTIONS

1. Teachers will be notified when a tornado watch is put into effect. This tells teachers that conditions are favorable for tornado formations and to be alert for signals to move children to a place of safety.
2. With little or no warning, teachers should be ready to instruct children to move quickly under their desks. If outside, they should lie flat on the ground.
3. With warning, teachers will make certain pupils are seated away from windows or doors with glass panels. If outside, they should return to their designated place of safety within the building.
4. Allow no movement from the assigned place in the hall or safety area.
5. Maintain order and quiet so that verbal direction can be heard at any time.
6. If you do not have students at the time of a tornado, report to the person in command for direction, if it is appropriate.
7. The safest area in buildings will vary, but generally, children can be seated with their backs against an inside wall. At the command to "cover," all seated pupils should pull up knees, bury head in knees and place arms over the head. At command of "rest," pupils may relax in sitting position. In buildings where pupils must stand, they can cover heads on command.

FIRE DRILL

1. The windows should be closed during a fire drill, but it may not be possible to get them closed each time we have a drill. The teacher should see that the doors to the room are closed after everyone has left the room. The last student leaving the room should be assigned the responsibility for closing the classroom door.
2. The teacher should lead the class in a fire drill to avoid problems in case an exit is blocked.
3. Everyone, including the teacher, is to leave the building. This is a **State Law**. The teacher is to accompany the pupils out on the grounds.
4. The first two pupils out of each exit should hold the doors open until the building is empty, then close the doors, and reopen them when the signal is given for the groups to return to the building.
5. When the fire drill horn sounds, the pupils should stand immediately, walk quietly and quickly in a single line out of the room and use the exit indicated for the occupied room. They are to remain in line and return to the building in reverse order when the signal is given.
6. The teacher should have a class list grade book or accurate child count to make sure all the students are out of the building in a fire drill. Report any "missing" students to the office or regular staff immediately.

VISITORS AND EXCUSING STUDENTS

No persons other than personnel and students of this District shall be permitted access to that portion of any school building which is used for classroom teaching purposes except with the permission of the Superintendent or the administrative head of the building concerned. Teachers shall not permit their time to be occupied in or about the school buildings by agents or any other persons having a commercial purpose.

No student should be permitted to leave school alone or with any person claiming responsibility for the student without getting permission from the building principal or district administrator. Be wary of strangers seeking to take children from school.

Contact the office if any individual approaches a child on school grounds or in the building without proper identification.

SOURCES OF SPECIAL HELP FOR SUBSTITUTES

A. The Principal

The substitute can receive a great deal of help from the school principal or district staff.

1. The substitute drops in at the office to get special information on the make-up of the group before meeting the children.
2. The substitute becomes alerted to situations, thus possibly averting many problems.
3. The substitute refers notes from parents asking for special privileges, early dismissal, etc., to the principal for answers.
4. The substitute asks for help, when needed, in any way related to the work.
5. Looking for assistance on curriculum implementation or classroom management.

B. Classroom Teachers

The substitute will find ready help available from regular classroom teachers located near their classroom. They will be able and willing to answer many questions relating to school policy and procedures. At the middle school, contact the team leader if you are substituting for a core teacher.

C. The District Substitute Coordinator or the Assistant Superintendent for Human Resources

The Assistant Superintendent for Human Resources can help the substitute by making available (upon request):

1. Information concerning teaching vacancies in the District.
2. Information concerning certification.

EMERGENCY CLOSINGS

The District will always post school closings on the District website (www.d64.org). The District will also send out a general notification to all substitutes via AESOP.

If you are scheduled to substitute on a day when the weather or other emergency situations may threaten the closing of schools, you may also listen to any of the following radio stations for emergency school closings:

WIND	560	AM
WMAQ	670	AM
WGN	720	AM
WBBM	780	AM
WLS	890	AM

Please note that if school is canceled, individuals will not be paid for the day.

RATE OF PAY

Substitute teachers who have a 4-year degree in District 64 will be paid \$150.00 per day. Paraprofessionals will be paid \$91.00 per day.

Substitute Secretaries in District 64 will be paid \$18.65 per hour.

Long-term substitute position and the daily rate will be discussed with the Assistant Superintendent upon hiring. A long-term substitute rate is only applicable when an individual works as a substitute for the same individual for fifteen or more consecutive days.

CREDIT TOWARD RETIREMENT & MEDICARE BENEFITS

The Illinois Teachers' Retirement System and the Social Security Administration

All substitute teachers and homebound tutors are required to participate in the Teachers' Retirement System of the State of Illinois. Nine percent of your wages will be deducted and deposited in your TRS account in Springfield, Illinois. This is for retirement and survivor benefits. Certain exceptions exist with respect to retired teachers. The TRS requires, in addition, that all active members (including substitutes and part-time teachers) make contributions toward the cost of health benefits at the rate of 1.18% of salary. Also, all substitute teachers and homebound tutors are required to pay the Medicare portion of Social Security. The 1.45 percent deducted, and matched by the School District, is deposited in your name with the Social Security Administration.

SUBSTITUTE TEACHING CREDIT TOWARD RETIREMENT BENEFITS

(Illinois Teacher Retirement System)

Credit may be granted for substitute teaching completed in the Public Schools if the teacher meets the requirements stated below and receives earnings directly from the governing Board of Education.

- A. Prior to July 1, 1955 a substitute teacher must have completed five or more days of teaching service during a school year in order to have such service credited.
- B. During the 1955-56 school year it was necessary for a substitute teacher to complete five or more days of teaching service during which such member taught four or more clock hours per day in order to have such service credited.
- C. During the 1956-57 school year, only periods of five or more consecutive days of teaching service may be credited and the teacher must have completed four or more clock hours of teaching each of these days.
- D. Beginning with the 1957-58 school year, credit may be granted for substitute teaching if a teacher completes twenty or more days during the school year and if she completes four or more clock hours of teaching each of these days.

Credit may be granted by this system for employment as a special teacher such as a teacher of homebound children if the teacher meets the requirements stated below:

- A. To receive credit for such service completed between July 1, 1949 and June 30, 1955, a special teacher must have completed 450 hours or more of such teaching during a school year.
- B. Beginning with the 1955-56 school year and thereafter a special teacher must complete four or more clock hours of teaching per day in order to be granted credit.

Should you elect to contribute, please notify the Payroll Department at the Central Administration Office (ESC).

CONTINUED EMPLOYMENT AS A SUBSTITUTE

Please be aware if you worked as a substitute in 2023-2024, the administration will employ each of you as a District 64 substitute for the 2024-2025 school year. An exception to this statement would be if someone has been previously notified by administration that his/her services were no longer required. Also, as a reminder, **you must have a current license to substitute**. Please make sure that you have renewed your license appropriately and forwarded a renewed and or new license to me for your file. You will not be activated in Frontline if your license is not current. Our central office building and staff do work during the summer should you have any questions or need to speak with someone directly.

Please note that if you have not worked as a substitute at D64 for 365 consecutive days or more, you will be deactivated from our list. Our district policy requires you to complete a new background check, physical exam and TB test, as well as additional paperwork.

SUBSTITUTE AVAILABILITY CARD

The Substitute Availability Card can be completed for the 2024–2025 school year through Google Forms beginning April 15. Please look out for the email and complete the card in its entirety preferably before August 1, 2024. **If you do not fill out this card, it will be assumed that you no longer wish to be on District 64’s sub list and your Frontline account will be deactivated.**