SUBSTITUTE HANDBOOK

West Chicago Elementary
School District 33
ABOUT WEST CHICAGO ELEMENTARY SCHOOL DISTRICT 33

West Chicago Elementary School District 33 is an equal employment opportunity employer and does not discriminate against employees or job applicants on the basis of race, creed, religion, color, sex, age, national origin, disability, veteran or family status, sexual orientation or any other status or condition protected by applicable state or federal laws, except where a bona fide occupational qualification applies.

West Chicago Elementary School District 33 will recruit, hire, train, and promote persons in all job classifications without regard for race, religion, color, sex, age, national origin, disability, veteran or family status, sexual orientation or any other status or condition protected by applicable state or federal laws, except where a bona fide occupational qualification applies.

If any employee has a suggestion, problem, or complaint with regard to equal employment, he or she should contact Mark Truckenbrod, Director of Human Resources, at the District 33 Education Service Center, 312 East Forest Avenue, West Chicago, IL 60185 (630) 293-6000 ext. 1226.
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PREFACE

This Handbook for Substitute Teachers has been developed to answer a variety of everyday questions. The contents of this handbook are presented as a matter of information only. The plan, policies, and procedures described are not conditions of employment. West Chicago Elementary District 33 reserves the right to change the contents of this Handbook, in whole or part, at any time with or without notice. The language in this booklet is not intended to create, nor is it to be construed to constitute, a contract between District 33 and any one or all of its employees. Please feel free to contact the Director of Human Resources if you have any questions.

District 33 Vision
To be recognized as the school district that fosters:
- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

District 33 Values
District 33 Core Values

KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA

- Collaboration
- Equity
- High expectations
- High levels of engagement
- Partnerships
- Student voice & choice
- Support for the whole child
- Trusting relationships

District 33 Mission
The MISSION of West Chicago Elementary School District 33 is to Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.
## DISTRICT 33 BOARD MEMBERS

Rita Balgeman, President  
Felicia Gills, Vice President  
Tom Doyle, Secretary  
Phebe Balzer  
Chad McLean  
Sandra Garcia  
Morgan Banasiak

## D33 BUILDINGS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone Numbers</th>
<th>Principals</th>
<th>Assistant Principals</th>
<th>Secretaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currier Elementary School</td>
<td>800 Gary's Mill Rd.</td>
<td>293-6600</td>
<td>Kellie Barros</td>
<td>Xenia Delgado</td>
<td>TBD</td>
</tr>
<tr>
<td>Early Learning Center</td>
<td>300 East Forest Avenue</td>
<td>293-6000</td>
<td>Brenda Vishanoff</td>
<td>Blanca Guerrero</td>
<td></td>
</tr>
<tr>
<td>ELC - Trinity Satellite</td>
<td>331 W. George St</td>
<td>(630) 231-5849</td>
<td>Melissa Favata</td>
<td>Fabiola Garcia</td>
<td></td>
</tr>
<tr>
<td>Pioneer Elementary School</td>
<td>615 Kenwood Ave.</td>
<td>293-6040</td>
<td>Kathy Grogan</td>
<td>Ronald Loda</td>
<td>Rachel Kimball</td>
</tr>
<tr>
<td>Birth to Three Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Turner Elementary School</td>
<td>750 Ingalton Ave.</td>
<td>293-6050</td>
<td>Maurice McDavid</td>
<td>Morgan Parise</td>
<td>Connie Michiels</td>
</tr>
<tr>
<td>Wegner Elementary School</td>
<td>1180 Marcella Lane</td>
<td>293-6400</td>
<td>Jamee Kenney</td>
<td>Brittany Smith</td>
<td>Andrea Bove</td>
</tr>
<tr>
<td>Gary Elementary School</td>
<td>130 East Forest Ave.</td>
<td>293-6010</td>
<td>Amie Correa</td>
<td>Jessica Raiser</td>
<td>Maria Gonzalez</td>
</tr>
<tr>
<td>Indian Knoll Elementary School</td>
<td>0 N 645 Indian Knoll Road</td>
<td>293-6020</td>
<td>Jacqueline Campos</td>
<td>Colleen Kelly</td>
<td>Annabelle Gonzalez</td>
</tr>
<tr>
<td>ELC - Winfield Annex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>108 Sherman Street</td>
<td>0S150 Winfield Road</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone: 630-473-0778</td>
<td>630-909-4954</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Supervisor: Katey Baldassano</td>
<td>Assistant Principal: Monique Wodzinski</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Secretary: Maria Lopez</td>
<td>Secretary: Karen Vargas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Leman Middle School
- 238 East Hazel Street
- Phone: 293-6060
- Principal: Maggie Lay
- Asst. Principal: Anthony Hugelier
- Asst Principal: Hannah Christie
- Asst Principal: Matthew Mordini
- Dean of Students: Carmela Getz
- Dean of Students: Stephen Rogers
- Dean of Students: Jennifer Ross
- Secretary: Silvia Resendiz
- Secretary: Veronica Meneses

### Education Service Center (ESC)
- 312 East Forest Ave.
- Phone: 293-6000
- Superintendent: Kristina Davis
- Secretary: Alma Garcia (ext. 1203)

- **Assistant Superintendent for Learning:**
  - Gloria Trejo (ext. 1209)
- **Director of Assessment:**
  - Elizabeth Walrath (ext. 1214)
- **Director of Teaching and Learning:**
  - Whitnie Del Toro (ext. 1213)
- **Director of Multilingual Learners:**
  - Rubi Ortiz (ext. 1210)
- **Grants Specialist:**
  - Gicela Gonzalez (ext. 1208)
- **Executive Secretary:**
  - Jenny Ballines
- **Secretary:**
  - TBD (ext. 1216)

- **Director of Human Resources:**
  - Mark Truckenbrod (ext. 1219)
- **Employee and Labor Relations Coordinator:**
  - Sarah Burnett (ext. 1205)
- **Executive Secretary:**
  - Melissa Lazcano (ext. 1215)
- **Information Specialist:**
  - Monica Roth (ext. 1218)
- **Title III Home School Liaison:**
  - Maribel Rivera

- **Director of Student Services:**
  - Sherri Massa (ext. 1217)
- **Coordinator of Student Services (Pre-K - 5th):**
  - Lauren Dixon (ext. 1212)
- **Coordinator of Student Services (6th - 8th):**
  - Allison Moe
- **Secretary:**
  - Cristal Rubio (ext. ?)
- **Receptionist/Student Services Secretary:**
  - Yesenia Castillo (ext. 1200).

- **Director of Technology & Innovation:**
  - Lea Deluca (ext. 1230)
- **Assistant Director of Technology & Infrastructure:**
  - Jeffrey Cowart
- **Accountant/Fiscal Operations Assistant/Payroll:**
  - Holly Franklin (ext. 1223)
- **Director of Business and Operations:**
  - Karen Apostoli (ext. 1227)
- **Secretary:**
  - Ed Fuentes (ext. 1224)
- **Accounts Payable and Insurance:**
  - Sue Cox (ext 1202)
D33 Department of Human Resources
West Chicago Elementary District #33
312 East Forest Avenue
West Chicago, Illinois 60185

- Director of Facilities and Grounds: Fred Cadena (ext. 1221)
- Coordinator of Facilities and Grounds: Arely Alfaro (ext. 1211)
- Secretary: Leticia Correa (ext. 1206)

- Community Relations Specialist: Gina Steinbrecher (ext. 1201)
- Coordinator of Partnerships: Sarah Norton (ext. 1229)
- Secretary: Sonia Mendez (ext. 1231)
- Antonio Higgins: MS/Elem CSA (331-256-5573)
- Tiffany Posey: PK/Elem CSA (ext. 1303)

D33 CALENDARS
### 2022 - 2023 School Calendar

#### Special Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>No School - Teacher Institute Day</td>
</tr>
<tr>
<td>September 1</td>
<td>No School - Teacher Institute Day</td>
</tr>
<tr>
<td>September 2</td>
<td>No School - Teacher Institute Day</td>
</tr>
<tr>
<td>September 5</td>
<td>No School - Labor Day</td>
</tr>
<tr>
<td>September 6</td>
<td>First Day of Classes for 1 - 8</td>
</tr>
<tr>
<td>September 7</td>
<td>First Day of Classes for Kindergarten</td>
</tr>
<tr>
<td>September 13</td>
<td>First Day of Classes for Preschool</td>
</tr>
<tr>
<td>October 10</td>
<td>No School - Indigenous Peoples' Day</td>
</tr>
<tr>
<td>November 4</td>
<td>No School - School Improvement Day</td>
</tr>
<tr>
<td>November 8</td>
<td>No School - School Holiday - Election Day</td>
</tr>
<tr>
<td>November 16</td>
<td>Parent/Teacher Conferences (Evening Hours Only)</td>
</tr>
<tr>
<td>November 21</td>
<td>No School - Parent/Teacher Conferences</td>
</tr>
<tr>
<td>November 22-25</td>
<td>No School - Thanksgiving Break</td>
</tr>
<tr>
<td>December 21</td>
<td>Last Day of Classes in 2022</td>
</tr>
<tr>
<td>December 22 - January 4</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 5</td>
<td>First Day of Classes in 2023</td>
</tr>
<tr>
<td>January 6</td>
<td>No School - Martin Luther King Jr. and Muhammad Ali Day</td>
</tr>
<tr>
<td>February 20</td>
<td>No School - President's Day</td>
</tr>
<tr>
<td>February 21</td>
<td>No School - School Improvement Day</td>
</tr>
<tr>
<td>February 28</td>
<td>E-Learning Day - Election Day</td>
</tr>
<tr>
<td>March 2</td>
<td>No School - Parent/Teacher Conferences</td>
</tr>
<tr>
<td>March 3</td>
<td>No School - Countywide Institute Day</td>
</tr>
<tr>
<td>March 27 - March 31</td>
<td>No School - Spring Break</td>
</tr>
<tr>
<td>April 4</td>
<td>E-Learning Day - Election Day</td>
</tr>
<tr>
<td>April 7</td>
<td>No School - School Holiday Wavat Day</td>
</tr>
<tr>
<td>May 29</td>
<td>No School - Memorial Day</td>
</tr>
<tr>
<td>June . . .</td>
<td>Mid-Grade School Commencement</td>
</tr>
<tr>
<td>June 13</td>
<td>Last Day of Classes for Preschool if no emergency days are used</td>
</tr>
<tr>
<td>June 14</td>
<td>In Service Day - Half Day School for Grades K-7, and last day of school if no emergency days are used</td>
</tr>
</tbody>
</table>

#### Graduation Periods

<table>
<thead>
<tr>
<th>Period</th>
<th>End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Trimester</td>
<td>December 2, 2022 (58 days)</td>
</tr>
<tr>
<td>2nd Trimester</td>
<td>March 17, 2023 (80 days)</td>
</tr>
<tr>
<td>3rd Trimester</td>
<td>June 14, 2023 (50 days)</td>
</tr>
</tbody>
</table>

#### Teacher Institute Days (Full Days)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31, 2022</td>
<td></td>
</tr>
<tr>
<td>September 1, 2022</td>
<td></td>
</tr>
<tr>
<td>September 2, 2022</td>
<td></td>
</tr>
<tr>
<td>March 3, 2022</td>
<td>(Countywide)</td>
</tr>
</tbody>
</table>

#### Inservice Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 4, 2022</td>
<td>(School Improvement)</td>
</tr>
<tr>
<td>February 21, 2023</td>
<td>(School Improvement)</td>
</tr>
<tr>
<td>June 14, 2023</td>
<td>(Inservice Day - 1/2 Day)</td>
</tr>
</tbody>
</table>

#### E-Learning Days - Election Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28, 2023</td>
<td></td>
</tr>
<tr>
<td>April 4, 2023</td>
<td></td>
</tr>
</tbody>
</table>

#### PARENT/TEACHER CONFERENCE DAYS

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 18, 2022</td>
<td>(Evening hours Only)</td>
</tr>
<tr>
<td>November 21, 2022</td>
<td>(All Day and Evening Hours)</td>
</tr>
<tr>
<td>March 2, 2023</td>
<td>(Afternoon &amp; Evening)</td>
</tr>
</tbody>
</table>
DISTRICT 33 SUBSTITUTE JOB DESCRIPTION

TITLE: Substitute Teacher

UNIT: Individual Building

REPORTS TO: Building Principal

JOB GOAL: To insure that classroom activities proceed in a routine manner during the absence of regular classroom teacher.

QUALIFICATIONS:

1. As set by State certification authorities.
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
PERFORMANCE RESPONSIBILITIES:
1. Focuses on customer service.
2. Maintains consistent and reliable work attendance and hours.
3. Follows plans and uses materials provided by the teacher.
4. Assumes full responsibilities of the regular teacher, including special duties such as lunchroom, playground, etc.
5. Participates in the regular professional activities of the staff if work continues for more than a week.
6. Assumes responsibility for the discipline and order of students in their classes.
7. Remains directly responsible for the students in the classes, according to the district safety plan, in the event of an emergency.
8. Corrects papers and assignments turned in by students during the period of substitution as appropriate.
9. Observes school property and activities for unsafe conditions, which may lead to injury, corrects, or as appropriate reports such conditions to the building principal, and otherwise takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
10. Reports suspected child abuse or neglect according to school procedures.
11. Performs such other tasks and assumes such other responsibilities as may be assigned from time to time.

EVALUATION: The substitute’s performance will be evaluated by the building principal and regular classroom teacher on a daily basis.

SUBSTITUTE TEACHER EVALUATION FORM

NAME _______________________________ DATE ________________

BUILDING ______________________ TEACHER ______________________

While you were absent ____________________________ was your substitute.

Please respond to the following items concerning the substitute’s work in your room:
1  Excellent
2  Good
3  Average
4  Poor

The substitute took adequate care of the necessary details (lunch count, attendance). 1  2  3  4
The substitute followed my lesson plans.  

The room was left in good condition.  

From the observation I can make, discipline in the classroom was:  

It appears the substitute was especially strong in these areas:  

It appears the substitute could improve in these areas:  

Overall, I would rate the substitute  

Please respond today and return this form to your building principal.

**SUBSTITUTE EVALUATION OF TEACHER**

Substitute name:__________________________  School: ____________________

Teacher subbing for:________________________  Grade Level:_________________  

1. Subs plans were left  
   a. Very detailed  
   b. Somewhat detailed  
   c. No sub plans were left  

2. The state of the classroom upon entering:  
   a. Neat  
   b. Somewhat disorganized  
   c. Very disorganized  

3. The teacher explained unique situations within their classroom  
   a. Yes  
   b. No
4. I would sub for this teacher again.
   a. Very likely
   b. Somewhat likely
   c. Not likely at all

5. Staff in the building was:
   a. Very helpful
   b. Somewhat helpful
   c. Not helpful at all

Notes:_________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
SUBSTITUTE REQUIREMENTS:
Substitute teachers have the option to receive a short term substitute teaching license with 60 hours of college credit. The license is valid for five years and it is not renewable.

- **New License: Short-Term Substitute Teaching License:**
  - Valid for PK-12
  - Application fee is $25 (can be refunded within 18 months after teaching 10 days within one year of the license being issued.)
  - No registration fee
  - Associate degree or 60 semester hrs from a regionally-accredited IHE required
  - Can teach no more than 5 consecutive days per licensed teacher under contract
  - Must complete the training for short-term subs before teaching on the license
  - All licenses shall have an expiration date of June 30, 2023. Thus, depending on issue date, some licenses will have a cycle that is shorter than 5 years. No licenses will be issued after this date.

### Physical/TB Examination

A physical examination or physician's statement of general good health that is less than one year old shall be required upon entering the employment of District 33. Further physical examinations may be required at the request of the Board of Education.

In addition, all new substitute teachers shall present evidence that they are free from communicable tuberculosis prior to the commencement of substitute duties. TB tests must be less than 90 days old at the time employment begins.

### Immigration Reform and Control Act

Federal law requires that all new substitute teachers complete the “Employment Eligibility Verification” Form (I-9 Form) verifying their eligibility to work in the United States. The guidelines for its completion specify certain categories of personal identification documents that need to be presented in person. Before substitutes are called for their first assignment the document’s requirements must be fulfilled so that the District remains in compliance with Federal regulations.

### Criminal History Background Check

Prior to the first assignment, new substitute teachers must complete a fingerprint-based criminal history background check. Fingerprint checks are conducted at the DuPage County Regional Office of Education, 421 North County Farm Road, Wheaton, the cost of which is paid by the applicant.
Mandatory Child Abuse Report

All new substitute teachers will be required to sign a form indicating that they have been informed that they are mandatory reporters of suspected child abuse. New substitutes should review the Board of Education policy (5:90).

Removing Your Name from the Substitute List

If you are no longer available to work for West Chicago Elementary School District 33, please email Human Resources, Melissa Lazcano at lazcanom@wego33.org and request that your name be removed from the Substitute List.

Removal of a Substitute

Any substitute may be removed from the list of substitutes by action of Human Resources Administration and thus become ineligible for assignment as a result of unsatisfactory evaluations, misconduct charges or exclusion reports, when there are repeated absences, refusals to accept assignments, or for other reasons.

Assignment of Substitutes

Whenever possible and in most situations, substitute teachers will be assigned to teach in fields for which they feel most qualified. The thoughtful completion of the applicant’s Survey of Ability and Assignment Preference at the time of application will assist the District in making appropriate substitute assignments. Persons signing up to substitute are expected to make themselves available for a reasonable percentage of assignment calls.

Whenever possible, advance assignments are made. District 33 uses Red Rover, an automated substitute system to fill absences. Substitutes will receive Red Rover access and password information under a separate cover. On a daily basis, substitute opportunity notifications begin at 6:00 a.m., if there are staff absences. When a regular teacher is absent for two or more days, it is expected that a substitute who accepts the assignment will be available to continue through the duration of the absence. Every effort will be made by the Administration to make this information known to the substitute as soon as possible.

If a substitute is unable to keep an assignment due to their own or family illness or due to other circumstances, please contact the District Office as soon as possible (630-293-6000 x1218) so that
another substitute can be contacted. Absences or cancellations can be reported as early as 6:30 a.m. Monday through Friday. When the ESC is not open, 24-hour voicemail messaging is available. Throughout the evening and early morning hours the substitute caller picks up voice mail messages.

## Compensation and Benefits

Substitute teachers are paid only for actual days worked. Substitutes are not paid for legal or school holidays; no financial allowance due to illness will be made to substitutes.

<table>
<thead>
<tr>
<th>Position</th>
<th>Daily Pay Rate</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>$138.00</td>
</tr>
<tr>
<td>Teacher- Long Term</td>
<td>Days 1-10: $138.00 Days 11-21: $174.00 Days 22+: $239.00</td>
</tr>
<tr>
<td><em>Long Term = 6+ weeks</em></td>
<td></td>
</tr>
<tr>
<td>D33 Retiree Teacher</td>
<td>$148.00</td>
</tr>
<tr>
<td>D33 Retiree Teacher- Long Term</td>
<td>Days 1-10: $148.00 Days 11-21: $174.00 Days 22+: $239.00</td>
</tr>
<tr>
<td><em>Long Term = 6+ weeks</em></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>$110.00</td>
</tr>
<tr>
<td>Paraprofessional- Long Term</td>
<td>Days 1-10: $110.00 Days 22+: $120.00</td>
</tr>
<tr>
<td><em>Long Term = 6+ weeks</em></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that as a D33 employee, 9% TRS will now be deducted from your paychecks.*

### Long Term Substitutes:

- A long term assignment is considered to be 6 weeks or more.
- If a teacher substitute commits to a long-term assignment ahead of time, the daily rate from the beginning of the assignment is $239.00.
- If a paraprofessional substitute commits to a long-term assignment ahead of time, the daily rate from the beginning of the assignment is $120.00.

Substitute teachers are paid on the 15th and the last day of each month. Substitutes are encouraged to keep a record of the days taught and each assignment. If there are any questions regarding the accuracy of a paycheck, please call 630-293-6000 and ask for Melissa Lazcano in the Office of Human Resources at x1215. Substitute teachers do not qualify for any additional fringe benefits. However, substitutes do qualify for the Illinois Teacher Retirement System (TRS) unless they are retired teachers already. Substitutes are also covered under Workers Compensation Insurance for
any injury sustained in the normal course of school duties. Such injuries must be reported immediately to the Building Principal and to the Secretary to the Director of Business and Operations at 630-293-6000 x1224. Please see attached pay schedule. The number in the middle of the attached sheet indicates the number of work days within the pay period.

**ROLES AND RESPONSIBILITIES**

**Daily Organization and Professional Responsibilities**

Substitute teachers are asked to report to their assigned buildings at 8:15 a.m for (PreK-5 assignments; 6-8 Middle School assignments – 7:10 a.m.). The Building Principal or a designee will provide specific instructions when substitutes arrive in the morning for an assignment. Please report to the main office, sign in and the secretary will provide a substitute teacher’s badge. Substitute teachers are expected to perform all duties assigned to the regular classroom teacher. It is important for the substitute teacher to clarify these duties with the Building Principal in the morning upon check-in.

Teachers are asked to leave sufficiently detailed lesson plans for their class schedule. The lesson plans of the regular teacher should be followed as closely as possible. In the event that no lesson plans are available, please notify the Principal’s office immediately. Substitutes are encouraged to have with them a flexible and creative emergency plan so, if necessary, the Principal has time to contact the regular teacher or develop appropriate lesson plans. Ideas for creating emergency lesson plans can be found in the “Instruction” section of this Handbook.

**Daily Report**

Upon completion of the assignment, the substitute should leave a written report for the regular teacher indicating the following:

- Progress made in the lesson plan(s)
- Specific modifications to the plan(s) that the substitute made
- Homework that was assigned
- Information concerning the collection/disposition of work that was collected from students
- Notes regarding class behavior and possible follow up required.

Please make sure to fill out the Substitute Report at the end of the day in the main office. This will assist the building Principals in improving their office processes for our substitute teachers. The Building Secretary shall have a copy available for you at the front desk.
Drug Free Schools

The illicit use, possession or distribution of drugs, including tobacco and alcohol, is not permitted on school buses, in school buildings, on school grounds, or at school sponsored functions on or off the school grounds at any time by any person. If you encounter a violation of this regulation, please report it to the Building Principal immediately.

Administration of Medication to Students

The Board of Education recognizes that the administration of medication to students during the school day may be necessary. The Board of Education also recognizes that there are laws that govern the administration of medication to students in certain circumstances.

Parents and guardians have the primary responsibility for administering medication to their children. Administering medication during school hours or during school-related activities is a responsibility of the school nurse or administration. **Substitutes will not administer medication to students.**

Drug and Alcohol Free Workplace

Like District 33 employees, substitute teachers are prohibited from the unlawful manufacture, distribution, dispensing, possession, use or being under the influence of a controlled substance or alcohol while on District premises or while performing work for the District.

Smoking Tobacco

The use of tobacco or tobacco products is prohibited within all facilities and on all property of District 33. This prohibition is in effect **at all times.** In addition, students are prohibited from possessing tobacco or tobacco products on school property, including buses, buildings, and school grounds during school hours or at any school-sponsored activity.

Line of Responsibility

Substitute teachers in District 33 shall be responsible to the Board of Education through the Superintendent or designee. All personnel shall refer matters requiring administrative action to the
administrator immediately in charge of the area in which the problem arises. Usually, this is the Building Principal. Administrators shall refer such matters to the next higher authority when necessary.

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**School Safety Plan**

Safety of students, staff and visitors is of the utmost importance. Therefore, safety is the responsibility of everyone and must be consistently integrated into our attitudes and daily routines. The District has partnered with the community to develop and implement an emergency management plan to ensure preparedness through ongoing training and planning.

Please refer to the back of your Substitute Teacher ID badge for Emergency Procedures. Please be sure to locate the building exits and other safety locations for the students in your classroom. Please familiarize yourself with the Emergency Folder contents that are inside the plastic-folder in the wall pocket by your classroom door as well as the emergency evacuation map on the wall near the classroom door and ensure that your classroom door is locked at all times.

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**PROGRAMS AND SERVICES**

As a substitute teacher in West Chicago Elementary School District 33 you will have the opportunity to work with a variety of students in your classes. Many supports and resources are in place to help you succeed in this endeavor.

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**General Education**

- **Curriculum:** Instruction in reading, mathematics, science, social studies, and physical education is provided.
- **Fine Arts:** Instruction in art and general music is provided for all students. Band and orchestra are offered to intermediate and Middle School students. Drama and choral music are provided at the Middle School.
- **STEM Labs:** A STEM lab with Internet access is provided at all K-8 schools, as well as access to a LEAD Technology teacher. An additional computer writing lab and technology center is provided at the Middle School.
- **Technology Integration:** Students at all grade levels have access to devices and instructional software. Teachers are encouraged to integrate technology into their instructional activities when appropriate.
Multilingual Learners

- **Transitional Bilingual Education Program:** Self-contained classrooms in grades K-8 provide a transitional program of instruction for English language learners in all schools. Students have a general education classroom experience before exiting the program once they have demonstrated a thorough knowledge of academic English.

- **Dual Language Programs:** These programs promote bilingualism, biliteracy, and biculturalism for participating students. The two-way Dual Language Program enrolls students whose first language is Spanish and students whose first language is English. Students begin the program in kindergarten or first grade, and will be literate in reading, writing, and speaking in both English and Spanish by the end of 5th grade. The two-way dual language program is currently housed at Gary School. Other schools house one-day dual language programs, in which students’ first language is Spanish.

- **English as a Second Language:** Services provided for students in general education classrooms whose first language is not English. The program provides support to help students succeed in academic subjects and learn English. The methodology of English instruction makes connections to the home language to the greatest extent possible and focuses on language development through meaningful experiences within content areas.

Special Programs

- **Title I Program:** This program is provided at eligible schools for students experiencing difficulties in reading at eligible schools. Emphasis is on early intervention in grades K-3rd grade.

- **Gifted Education (G.A.T.E.):** Differentiated instruction may be provided in the regular classroom as well as with a specialist in areas of reading and mathematics for qualifying students. Students in 6th - 8th grade may be eligible for advanced placement in mathematics.

- **Problem Solving/Response to Intervention:** This service delivery model merges general and special education resources to support the development of intervention-rich environments for all students. Effective problem-solving relies on functional assessments of student needs, more usable information for classroom teachers, and frequent monitoring of student progress resulting in improvements in learning.

Special Education Programs

A full continuum of services is provided to meet individual needs. Students may receive inclusive support with specialized instruction in their home schools, special education classrooms,
programs outside our district. SASED, our District’s Special Education Cooperative, provides many additional services.

### Early Childhood Education

- **Project HOPE**: Birth to age 3 program emphasizes child development, parent activities and community collaboration.
- **Project CARE**: Program for children ages 3-4 who are identified through screening as being at-risk for academic failure. The program is experiential, developmentally appropriate, and designed to meet the needs of individual children.

### Student Support Team (SST)

- **Health Services**: Nurses and full time health aides are assigned to each building. They assist in developing school health programs, obtain health histories, maintain student health records, administer doctor-prescribed medications, provide first aid and monitor hearing and vision screenings.
- **Psychological Services**: School psychologists provide diagnostic evaluations of individual students, participate in in-service training programs, counsel students and consult with teachers, parents, and administrators.
- **Social Work Services**: Social workers are employed to work as liaisons between the school, the home, and outside support agencies. Social workers are also available to consult with parents and teachers.
- **Speech and Language Therapy**: Speech and language pathologists are available for students, preschool through grade 8, whose speech and/or language interferes with communication and learning. Therapy services are provided in the general education classroom and in separate, individual or small group sessions.

### Additional Middle School Services

- **Counseling**: Counselors are provided at the Middle School for those students who have social or emotional problems that interfere with their learning. Counselors address issues such as poor self-concept, peer relationships, relationships with teachers and academics.
- **Academic Center**: This alternative education program provides students with instruction in necessary academic, study and life skills to improve chances for success in school.
- **Support Center**: This program works with students who are exhibiting inappropriate behaviors, teaching appropriate replacement skills so that students will begin to experience more success in the academic setting.
INSTRUCTION TIPS

Four Keys to Successful Subbing

FOUR KEYS TO SUCCESSFUL SUBBING

● Be Yourself
● Be Positive
● Be Honest
● Be Flexible

Building Rapport with Students

Critical to building rapport with students is having a basic understanding of how they are developmentally different at various grade levels. If you have children of your own or have worked with children in some other capacity, you are aware of how they change dramatically over time. Knowing what specific behavior, feelings and attitudes are characteristic of students at various grade levels can help you more effectively communicate respect and fairness and increase your chances of successfully managing student behavior. There are, however, three generic characteristics of students at all grade levels.

● Students are more likely to respond to adults who communicate self-confidence, but who also reveal themselves as fallible human beings.
● Students are generally respectful of adults they believe accept them for who they are including their thoughts, beliefs and opinions.
● Students at any grade level, when they feel threatened, may choose to retreat from or become confrontational with the perceived threat.

As you work with students at different grade levels, you will likely find yourself feeling more comfortable when working with particular grades or age groups. This is a very normal and sometimes surprising phenomenon as you discover you enjoy a grade level that you would not have predicted!

● Exude enthusiasm for the job
● Celebrate student diversity
● Express interest in the student’s world
● Employ student ideas and suggestions
● Model curiosity and wonder
● Communicate high expectations for all
● Encourage and praise students
● Be a caring and interesting person
PRIMARY GRADES: K-2

1. Children in this age group tend to be eager to please and will frequently do what you ask. Being positive and using praise will generally win student’s cooperation. For example, “I like the way that Sarah is lining up for recess.”
2. Primary-level children typically have strong developmental needs for activity and social interaction. They also have a limited attention span. Adjust your teaching to short lessons (15 – 20 minutes) and permit children to move away from their desks periodically throughout the day. Allow for quiet talk, and encourage student participation in the lessons you are teaching.
3. Remember that most children in this age group are not able to read and write fluently. Adjust your expectations so that children are able to be successful by answering questions orally.
4. Children at this age move slowly in completing some psychomotor tasks. Shoes may be slow to be tied, zippers slow to be zipped, and so on. So, when you need to get your class somewhere, allow extra time to meet this developmental need.
5. Preschool to second-grade students can be very sensitive about multiple issues including fears about weather (thunder in particular), disagreements with friends, and forgetting their schoolwork.
6. Be patient, sensitive, and creative with this age group. Encourage and support their developing independence. Allow them, as much as possible, to do for themselves.
7. Attempt to keep your schedule as close to the normal routine as possible. This age group notices and responds to change and will be quick to tell you, “We did not do our morning news today.”
8. Remember how young these children are. Students this age love a good storyteller or book. Reading to them consequently offers you an excellent way to connect with them emotionally.

INTERMEDIATE GRADES: 3-5

1. Most children in this age group can read and write, even though there may be wide variations in their abilities. Students will be sensitive about their abilities, so do not call public attention to their mistakes. They will quickly lose interest if discouraged or unable to perform an assignment.
2. Children in Grades 3 to 5 can be depended upon to answer questions you may have about classroom procedures, trips to the office, and other classroom routines. Still sensitive to changes in routine, they may inform you that Ms. Kramer (the regular teacher) “doesn’t do it that way.”
3. At these grade levels, most student work well in small groups and enjoy the structured
time to interact with peers.

4. This age group is sensitive to criticism, especially any form of public criticism. Speak to children quietly and individually if you have concerns about their behavior.

5. You can be somewhat flexible with your use of instructional time and prolong a class session if warranted by student involvement. For example, these students often love a good discussion.

6. They generally are well behaved, respect authority, and follow the rules. Smile and use positive reinforcement throughout the day, as this age group enjoys adult attention and still wants to please them.

7. Treat these children as young learners, but not young children. They do not like to be “talked down to.”

8. Answer honestly but simply the questions these children ask of you.

9. Whenever possible, use the students’ names. Consider using name cards or nametags, as a “name” makes a relationship that is immediate and positive.

10. Attempt to make your directions for lessons as clear and simple as possible. “Confusion” is one of the easiest ways to lose control.

11. Even though they look and act older, they still enjoy being read to, brainteasers, puzzles, and art activities. Consider having some of these activities with you to pull out in the course of the day in Grades 3 to 5.

**UPPER GRADES: 6-8**

1. Students in Grades 6 to 8 often experience some of the greatest physical growth of their childhood years. The rate of growth, however, is uneven. You will see a wide variety of heights and weights in both girls and boys. You may see awkwardness in physical movement because of these differences. These students are often self-conscious about their physical changes.

2. Maturity levels vary considerably with children in this age group. Often there will be teasing between the boys and the girls. They can have changeable moods and can be uncooperative. Use a sense of humor and avoid being negative.

3. This age group is very conscious of the opinions of their peers. Some students may want to impress their friends rather than cooperate with a substitute teacher. They have a strong desire to “belong.”

4. Be clear, firm, and consistent with your expectation for behavior. They know that they need to cooperate, and they will feel safer in a room where the adult is in charge.

5. Encourage small-group activities. Feel free to assign specific roles and tasks so they know they are accountable. Allow them to periodically move away from their desks to get academic information or interact with each other, as it meets their need for physical movement.

6. Children in Grades 6 to 8 can be quite opinionated. Structure discussions for them to share their thoughts, but be prepared to ensure that interactions are respectful.
7. These students still enjoy having a book read to them. Be sure to have their attention before you begin. If you are on a short-term teaching assignment, read a high-quality picture book for older students. If you are on a long-term assignment, read a chapter from a novel for this age group. The school librarian can help you select quality literature that works well with students in this age group.

8. Be as academically prepared as you can for the different subjects you teach. This will enable you to respond confidently to students’ questions. Remember, however, that you do not need to know it all. These students respond positively to a teacher who models being an enthusiastic learner.

### Instructional Functions of Substitute Teachers

- Clearly articulate the goals and procedures of the lesson to be taught.
- Make efficient and meaningful use of instructional time.
- Interpret, implement, and enhance instructional plans left by the classroom teacher.
- Employ instructional techniques designed to assess students’ prior knowledge and extend students’ thinking.

### Student-Centered Instructional Strategies

The following eight instructional strategies can be effective tools for promoting student-centered learning. They place the teacher in the role of coach or guide rather than content knowledge expert. They are excellent choices when a substitute teacher is faced with unfamiliar subject matter, or situations when there are no lesson plans. They also promote student thinking and are employed by veteran teachers.

Prior to providing a brief explanation of each of the strategies, consider the following important guidelines for facilitating student-centered learning activities.

- First, remember that none of the following activities will be successful if they are presented in a negative or coercive manner. Approach students with an inviting and respectful attitude and they will engage in the activity.
- Remember that you must communicate to students that you are interested in their thinking. When students are working in groups, for example, circulate around the room monitoring their performance.
- While monitoring, look for opportunities to encourage or praise students for their efforts. Use specific public praise for groups that are on-task and following the instructional procedures.
- Express your own intellectual curiosity by raising questions that communicate your interest in the subject matter being explored. If you do so in a genuine manner, students will usually respond in a positive fashion. In short, model a learner!
Whenever possible, collect an artifact from each student that provides evidence of their thinking. Such documents help the regular teacher understand what took place in his or her absence and may provide interesting insights into the student's understanding or misunderstanding of the material.

**Expert Panel**

In this student-centered strategy, students elect three to five classmates to serve as experts on the subject matter being studied. To avoid embarrassing students, use a secret ballot approach, asking each student to make three nominations. Collect the ballots and ask a student or two to assist you in doing a quick tally to determine the student's preferences for the panelists.

Next, ask the nominees to serve on the panel. Invite and encourage the nominees to participate. Do not force students to serve as a panelist if they resist. Once the panel is set, encourage and facilitate the class to ask the expert panel questions about areas of knowledge or skill development they do not clearly understand. Panelists may choose to respond by explaining or demonstrating.

**Debate**

This strategy is particularly effective in subjects such as language arts and social studies where interpretation, analysis, and informed judgments are valued processes. After some initial questioning to determine if there are areas of significant disagreement about a particular event, subject, reading, or issue, ask students to take 5 to 10 minutes to draft a personal position statement on the topic.

Next, divide the class into two camps and serve as a facilitator for the debate. It is important that you (with the students’ help) identify three or four rules or procedures that will govern the debate. If the issue does not divide the class equally, ask for a smaller group of volunteers to represent each position and then have the rest of the class process the debate by making notes on the key points made by each side. Consider collecting these papers at the end of the period as evidence of the students’ involvement. For an interesting twist, require students to argue the position that opposes their point of view.

**Demonstrations or Performances**

Subject matter such as mathematics, writing, speech, and dramatics, to name a few, lend themselves well to physical demonstrations that can be helpful to the participants as well as the observers. One goal of this type of instructional approach is to encourage students to “think about their thinking.”
Once you have identified a skill that can be demonstrated, ask for volunteers who would be willing to demonstrate that skill for their peers.

After a demonstration has been completed, facilitate the rest of the class in asking questions of the student who demonstrated or performed. It is important to help students understand that they are not to criticize or judge, but rather to ask questions of the performer that will help clarify their own thinking or the thinking of the performer.

Dyad Interviews

The purpose of this instructional strategy is to foster dialogue and reflection between two student teams, or dyads. Prior to structuring the dyads, give students 5 to 10 minutes to work independently to construct three to five interview questions they would like to ask a classmate regarding the material they are studying. Depending on the age of the students, you might want to explain that this is a common task that journalists and researchers do as part of their work.

Depending on the subject matter, the questions may be designed to discover how another student feels about a particular reading or film the class has recently studied. In other cases, questions are structured to help the interviewer understand a particular aspect of subject matter that is confusing or challenging. Instruct the students to record the questions on a piece of loose-leaf paper that you will collect at the end of the activity.

Next, structure the dyads by allowing students to choose a partner or by employing a random assignment technique. There are advantages to both approaches and you will have to use your judgment regarding which approach to take. Allowing students to choose their partner builds rapport but may lead to off-task behavior as students interact with their friends. This can often be controlled by being clear that you will collect the work. If students complete the activity early, the remaining class time can be used for quiet study.

After the dyads are set, allow 6 to 8 minutes for the first round of interviews. Instruct the interviewers that they are to take notes on the same paper on which they wrote their questions. When time is up, reverse the roles, and allow another 8 minutes for the second round of interviews. Next, ask students to return to their regular seats and answer the following question in writing: “What did you learn from your interview?” Give the students approximately 7 to 10 minutes to record their response on the same piece of paper they have been using. Instruct the students that their response should not contain the name of the person they interviewed.

Team Competition
This approach to student-centered instruction can take many forms that often follow the format of popular TV game shows or traditional parlor games. Full-time teachers often use such academic competitions to review for an upcoming quiz or test. The number of variations and enhancements are too numerous to mention but can be as elaborate or simple as the teacher desires.

Begin by dividing the class into two or three teams by having students “count off” by twos or threes to determine team composition. If students resist this approach, allow them to divide into equal teams of their own choosing, as long as they do it quietly and efficiently in less than 2 minutes. In order to promote student thinking prior to the competition, give students 5 to 10 minutes to work alone to write three questions about the material being studied. The students’ questions are then used for the competition and can be turned in to the regular teacher as evidence of the student’s thinking.

Be aware that students often become very engaged in such competitions and the classroom noise levels can escalate during the class. This can be controlled in one of three ways:

1. Prior to the competition, make clear that if the noise gets too loud, you will give one warning and that they second offense will result in termination.
2. Set a rule that “silent cheers” that rely on gesture and facial expression will be the only form of celebration permitted.
3. Set a rule that any team that gets too loud will lose $x$ number of points from their team score for each offense.

KWL Process

In this approach to student-centered instruction, the teacher facilitates students in the process of answering three questions designed to promote reflection on their understanding of subject matter. The three questions are: What do you Know? What Would you like to know? And, What have you Learned? The manner in which these three questions are asked, and they way in which students respond, are many and varied. For example, you may want to travel with a preprinted KWL chart that you can pass out to students. Or, you may prefer to simply create three columns on the board and record student responses. Obviously, the first approach is more likely to stimulate personal reflection.

Use students’ K column responses to reinforce their existing understanding and praise them for knowledge they currently possess. After discussing students’ current knowledge, move the discussion to what they would like to know. Here, students may express general areas of personal interest or curiosity about a topic or may identify areas of knowledge or skill about which they are confused. Use the students’ W column entries as springboards to discussions, demonstrations, or forms of additional inquiry aimed at securing the desired knowledge. Use students as important resources in this process, encouraging them to provide insights and information whenever possible. At the end of the class, be sure to leave adequate time to reflect on the class period by completing
the L column of the KWL chart. If students are completing their own KWL charts, consider collecting them at the end of the class.

### Team Data Analysis

Begin by providing each student with three 3” x 5” index cards or three medium sticky notes. Next, ask students to briefly respond to three questions using a different card for each response. Using color-coded cards or slips of paper is helpful. If not available, collect the cards after each question so that the cards do not become mixed. The three questions can be generated by the students to reflect areas of interest they have about the subject matter. For example, “Should the U.S. have used the atomic bomb on Japan? Why or why not?” Or, you may use the three generic questions listed below. Instruct students that they do not need to put their names on the cards.

**Question #1:** What is one thing about the subject matter you are currently studying that is most confusing to you? Be as specific as possible.

**Question #2:** What do you think is the most important idea, concept, or skill (adjust the language to the age of students) you are supposed to learn from the subject matter you are studying?

**Question #3:** What do you find most interesting about the current subject matter?

After the survey cards are completed, divide the class into three or six teams depending on the size of the class.

If your class consists of twenty-five or fewer students, use three teams; if over twenty-five, use six teams. Provide each team with a set of cards (dividing each set into two if you use six teams). Next, inform the teams that they have 20 minutes to sort and categorize their cards, analyze the data, and prepare a brief report for their classmates. Depending on the ages of the students, you will have to provide more or less specific instructions on how they approach the process of data analysis. Encourage students to report any conclusions they feel they can support or any new questions the data raises. Students can be encouraged to use a blackboard or overhead transparency to report their data. You may add further structure to the activity by asking each team to select members to fulfill the roles of reporter, discussion leader, and so forth.

### Visual Diagramming or Mapping

The purpose of this strategy is to provide students of any age with the opportunity to express their understandings (or misunderstandings) of subject matter by using some form of visual diagram or map. Importantly, such an activity may provide students with artistic ability or visual learners to
have the opportunity to experience validation or clearer understanding. Begin by challenging students to think about how they might explain some important understanding about the subject matter they are studying by using a drawing of some sort rather than a verbal explanation. Older students can be encouraged to consider the use of symbolism and metaphor in their representations.

Dividing the class into groups of three or four students and provide each group with a set of common materials to use in their drawing. Depending on availability and preference, you might use poster board, newsprint, or transparency blanks, or simply have each team complete their final drawing on a designated space at the chalkboard. Instruct the teams that they will have 20 minutes to complete their work and prepare for a 3-minute to 5-minute presentation to the class. You may need to adjust the time based on the ages of the students and your observations of their progress.

The Substitute Teacher Toolkit

Many substitute teachers find security in traveling to school each day equipped to handle a range of instructional situations and prepared to respond to a variety of minor emergencies. Packing some combination of the following materials in a tote bag, day pack or briefcase provides the flexibility to be more spontaneous in your teaching and less dependent on having to find particular materials before you can pursue a teaching idea. Consider the following suggestions and add your own ideas to create a personalized Substitute Teacher Tool Kit.

**Instructional Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
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<tbody>
<tr>
<td>Clipboard</td>
<td>Index cards</td>
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<tr>
<td>Post-it notes</td>
<td>Overhead transparency blanks</td>
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<tr>
<td>Transparency pens</td>
<td>Spare pencils and pens</td>
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<tr>
<td>Small plastic pencil sharpener</td>
<td>Box of colored chalk</td>
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<tr>
<td>Felt-tip marker</td>
<td>Pocket dictionary</td>
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<tr>
<td>Calculator</td>
<td>Roll of tape</td>
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<tr>
<td>Paper clips</td>
<td>Small stapler and staples</td>
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<tr>
<td>Local daily newspaper or USA Today</td>
<td>Favorite book or brainteasers of academic</td>
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<tr>
<td>Materials needed to deliver a “back-up</td>
<td>puzzles</td>
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<tr>
<td>lesson plan”</td>
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</table>

**Miscellaneous Items**

- Personalized note pad or stationary (for end-of-day reports)
- Log sheet (to keep a record of where and when you worked)
Tips for Success

Substitute teachers are professional educators, not merely shadows of regular classroom teachers. Although your duties are challenging, especially in regard to classroom management, your rewards can be particularly exciting. Here and some suggestions that not only encourage creative teaching, but also make the job and the students easier to handle:

- Dress appropriately. Wear clothes that allow for maximum interaction with the students and allow you to sit, stand, walk and bend comfortably.
- Be an early bird. Be in the classroom when the students arrive to help ensure a calm start to the day or class period. Greet the students at the door, tell them your name, ask them their names, answer questions about the regular teacher’s absence and get them started on an assignment.
- Be prepared. Make it your responsibility to find out ahead of time the routines and schedules of the building. If there are unusual activities going on the day you are in the classroom (fundraising, pictures, safety drills), be sure you understand your role.
- Catch students being good. Notice and compliment students who are behaving appropriately. Their modeling will help set the tone for other students.
- Smile! Laugh! Research indicates that students learn better in classrooms where students and teachers smile and laugh frequently.
- Relax. Get comfortable. Enjoy your assignments!

Behavior Management

<table>
<thead>
<tr>
<th>DO’S</th>
<th>DON'TS</th>
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<tr>
<td>Clearly state your rules early</td>
<td>Nag and scold</td>
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<tr>
<td>Respect the school’s and teacher’s rules</td>
<td>Threaten or humiliate</td>
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<tr>
<td>Communicate positive expectations</td>
<td>Issue ultimatums</td>
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<tr>
<td>Treat inappropriate behavior unemotionally</td>
<td>Overreact</td>
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<tr>
<td>Employ appropriate rewards</td>
<td>Make arbitrary judgments</td>
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Reporting Inappropriate Behavior

Substitute teachers should leave a brief report concerning student behavior for the regular classroom teacher. In the event of serious infractions, please contact the Building Principal. Anyone observing or suspecting that a student is the victim of bullying should contact the Building Principal immediately. Information can also be reported to Mark Truckenbrod, Director for Human Resources, 312 East Forest Avenue, West Chicago, (630) 293-6000, ext.1219.

Checklist on Behavior Management for Substitute Teachers

To help you assess your own strengths in the area of student discipline, you might find it helpful to complete this brief survey.

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<thead>
<tr>
<th></th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>1. I get student’s attention before giving instruction(s).</td>
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<td>2. I wait for students to attend rather than talk over chatter.</td>
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<td>3. I quickly get students on task.</td>
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<td>4. I give clear and specific instructions.</td>
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<td>5. I set explicit time limits for task completion.</td>
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<tr>
<td>6. I circulate among students at work.</td>
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<tr>
<td>7. I hold private conferences/conversations during class.</td>
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<tr>
<td>8. I model courtesy and politeness.</td>
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<tr>
<td>9. I use a quiet voice in the classroom.</td>
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<tr>
<td>10.</td>
<td>I use the “soft reprimand” rather than raise my voice.</td>
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<tr>
<td>11.</td>
<td>I use a variety of cues to remind students of expected behavior.</td>
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<tr>
<td>12.</td>
<td>I teach students my cues for gaining their attention.</td>
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<tr>
<td>13.</td>
<td>I am aware of the effects of my dress, voice and movements on the student's' behavior</td>
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<tr>
<td>14.</td>
<td>I use students’ names as low-profile correctors of inattention.</td>
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<tr>
<td>15.</td>
<td>I use proximity to improve classroom control.</td>
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<td>16.</td>
<td>I communicate positive expectations of good behavior to students.</td>
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<tr>
<td>17.</td>
<td>I am aware of school and classroom rules.</td>
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<tr>
<td>18.</td>
<td>I do not threaten or plead with students.</td>
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<tr>
<td>19.</td>
<td>I consistently follow through with consequences to enforce rules.</td>
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<tr>
<td>20.</td>
<td>I respond to behaviors I like with specific, personal praise.</td>
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<tr>
<td>21.</td>
<td>I use nonverbal, social, and activity reinforcers.</td>
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The world can be a better place because you are a teacher. The impact of your influence will never end.

- Madeline Hunter, 1994

A Reminder:
This handbook has been developed to answer a variety of questions you may have as a substitute teacher in West Chicago School District #33. If you need help or have any questions, please ask the Building Principal or contact the Office of Human Resources at 630-293-6000 x1215 (Melissa Lazcano) 7:30 a.m. to 4:30 p.m. daily.
FREQUENTLY ASKED QUESTIONS

1. Where do I enter the hours I have worked for the week?
   Answer: In order to work, you will need to accept an assignment on Red Rover. Red Rover is also tied to your pay, therefore if you do not accept an assignment on Red Rover, you cannot get paid. You will also need to sign into the building each day you work. HR cross-references this data with the Red Rover assignments accepted.

2. How can I see the days I have worked?
   Answer: You can view your accepted vacancies on your profile through RedRover. Building substitutes will already have a vacancy created for them.

3. How do I request days off?
   Answer: Building and IEP substitutes will need to email Melissa Lazcano at lazcanom@wego33.org and the building principal/supervisor with the dates you will be gone. These days will be unpaid. If you are only substituting for one day, please be sure to cancel an assignment as early as possible so that another substitute can accept it.

4. When do subs get paid?
   Answer: The first paycheck is on September 30th. Pay dates follow the pay schedule:

5. Do I need to approve a timesheet or submit my own payroll?
   Answer: No you do not need to do anything with a timesheet or submit your own payroll. HR takes care of that for you and cross references the building sign in sheets with assignments you have accepted on Red Rover.

6. Where can I view my pay stubs?
   Answer: Your pay stubs are available on Skyward. Skyward is only for your personal information, it is not used for substituting purposes. An invite link was sent to your D33 substitute email.
7. **If I am a building substitute, do I get to choose which classroom I substitute in?**
   Answer: No, building substitutes do not get to choose the positions they cover. As a building substitute your job is to support the school as the Principal or Assistant Principal deem necessary.

8. **Can I be moved around to different buildings?**
   Answer: Yes, you can be moved to a different building for the day if necessary. Your building administration or HR will communicate this with you.