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2020-2021 School Calendar  
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Township High School District 214

MISSION and VISION

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

The District 214 vision embraces continuous improvement and includes:

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

An environment in which people are...
- physically, psychologically, and emotionally safe
- treated fairly and ethically
- valued for their unique backgrounds and contributions

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

A Board of Education that...
- provides high quality resources for students and staff
- respects successful programs and practices
- encourages continual improvement through risk-taking and innovation
• cooperates and communicates as a partner with parents and the community in the education of students
• celebrates student and staff success
• promotes lifelong learning
• involves school and community members in decision-making processes

**District 214 Instructional Goals**

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

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

**Academic Indicators**
- GPA 2.8 out of 4.0 and one or more of the following benchmarks:
  - Advanced Placement Exam (3+)
  - Advanced Placement Course (A, B or C)
  - Dual Credit College English and/or math (A, B or C)
  - College Developmental/Remedial English and/or Math (A, B or C)
  - Algebra II (A, B or C)
  - International Baccalaureate Exam (4+)

**Standardized Testing Benchmarks** (minimum score)

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

**Additional Factors that Contribute to College Success**

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

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

90% Attendance          Industry Experience
25 hours of Community Service Dual Credit Career Pathway Course
Workplace Learning Experience Two or more organized Co-Curricular Activities

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

* For the transitional years as the new SAT suite of assessments are being completely implemented, the District will use national norm data for comparison purposes.
A substitute is employed on a day-to-day basis and is an at-will employee of the District. The District may remove a substitute’s name from its list of eligible substitutes at any time without prior notice. Moreover, a substitute may be removed from an assignment at any time if he/she is not performing to the District's satisfaction.

Township High School District 214 contact:  
Kate Kraft  
Associate Superintendent for Human Resources  
Forest View Educational Center  
2121 South Goebbert Road  
Arlington Heights, IL  60005-4297  

Phone: (847) 718-7647  

District 214 website:  
www.d214.org
A Message from the Superintendent

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

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

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

Sincerely,

David R. Schuler, Ph.D.
Superintendent
QUALIFICATIONS TO SUBSTITUTE TEACH

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

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

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

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

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

SUBSTITUTE COORDINATORS

**Buffalo Grove High School**
1100 West Dundee Road, Buffalo Grove, 60089
Mitzi Rayburn
847-718-4015

**Elk Grove High School**
500 Elk Grove Boulevard, Elk Grove Village, 60007
Anna Cruz-Gully
847-718-4413

**The Academy at Forest View**
2121 S. Goebbert Road, Arlington Heights, 60005
Irma Torres
847-718-7772

**John Hersey High School**
1900 E. Thomas Street, Arlington Heights, 60004
Heather Kinsella
847-718-481
Newcomer Center
2121 S. Goebbert Road, Arlington Heights, 60005
Diane Guzman
847-718-7937

Prospect High School
801 W. Kensington Road, Mount Prospect, 60056
Dominique Warren
847-718-5215

Rolling Meadows High School
2901 Central Road, Rolling Meadows, 60008
Luisa Catanese
847-718-5613

Vanguard School
2121 S. Goebbert Road, Arlington Heights, 60005
Teresa Sotelo
847-718-7890

Wheeling High School
900 S. Elmhurst Road, Wheeling, 60090
Kristina Westmorland
847-718-7013

AUTOMATED SUBSTITUTE SYSTEM

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

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

Should you experience difficulty using the Aesop system in any way, please contact Jenny Herrera at jenny.herrera@d214.org or 847-718-7851.
REQUIRED TRAINING

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

WORK RELATED INJURY PROCEDURE

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

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

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

Step 3: Ideally, the supervisor and injured individual should place the call together. If the supervisor is unavailable, the injured individual can call Medcor directly. A medical professional gathers relevant information. The medical professional recommends a course of action that includes:
- On-site first aid treatment procedures
- Or, if needed, referral to a suggested medical facility for treatment

CONDUCT OF STUDENTS

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

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

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

- Verbal reprimand
- Parent conference
- Detention
- Saturday detention
- Removal from class
- Suspension
- Expulsion
- Police intervention
The following behaviors are unacceptable and will result in disciplinary action:

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

**DRUGS - ALCOHOL - SMOKING**

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

**HOME/HOSPITAL INSTRUCTION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**GENERAL GUIDELINES**

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

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

A. ARRIVE EARLY. Arriving at least 30 minutes before students provides you time to obtain needed information from the office, become acquainted with the environment-facility, and familiarize yourself with the learning activities planned for students. If teaching, assignments should be written on the board before class.

B. OBTAIN NECESSARY ADMINISTRATIVE INFORMATION. You should report immediately to the school office to obtain necessary administrative information. A master schedule will show the names and room numbers of teachers who teach the same subject or same grade levels. In addition, you should have the room numbers of the Division Head and the room you are assigned.

C. FAMILIARIZE YOURSELF WITH THE CLASSROOM. While examining the facility, it is advisable to locate all posted emergency drill procedures, learn how the school's public address system is used for communication, and locate a secure place to store personal belongings.

D. IF TEACHING, LOCATE NEEDED TEACHING MATERIALS IN ADVANCE. When previewing materials, the substitute should determine what instructional outcomes are to be taught and how the instructional material is to be presented. Difficulty locating necessary materials such as books, papers, etc., should be reported to the Division Head as it may be helpful to administrators and other substitutes in the future.

2. TAKE CHARGE OF THE CLASSROOM

A. START THE CLASS DECISIVELY. Substitute teachers should establish their authority with confidence by starting the class on time, carefully observing student behavior, greeting students cheerfully, and beginning the lesson promptly. Students should sit according to a seating chart. Teachers must keep seating charts current.

B. TAKE ATTENDANCE EFFICIENTLY. A substitute teacher who takes attendance efficiently sends a clear message that instructional time is valued. Moving rapidly and accurately through the roster and making eye contact with each student helps substitutes to establish themselves as competent teachers.

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

C. GET ACQUAINTED. When the situation allows for it, get acquainted with the class.
Providing students with background information on a substitute's content areas and a willingness to help students as they work sets a positive tone.

D. GIVE DIRECTIONS CONCISELY. Provide students with clear, concise, step-by-step directions.

3. CLARIFY EXPECTATIONS ABOUT STUDENT CONDUCT

A. REAFFIRM THE CLASSROOM EXPECTATIONS. Before class starts, substitutes should go over the existing classroom expectations with the students. If a discipline plan is not available, substitute teachers should implement their own plans. Develop just a few rules related to respect and responsibility, make students aware of the rules, and implement discipline in a firm, fair, and consistent manner. In addition, have in mind suitable consequences for unacceptable behavior as well as positive reinforcement for good behavior. A firm but friendly attitude from a substitute teacher who expects good behavior will bring out the best in students.
B. PROVIDE FEEDBACK. During the classroom period, provide specific feedback, including information about the appropriateness of students' behavior. This feedback, delivered in a pleasant but clear tone, helps students monitor their own behavior.

C. CIRCULATE FREQUENTLY AROUND THE CLASSROOM. In observing student behavior, it is important to move quickly to areas where students are not on task or where problems are likely to arise. In the event of inappropriate behavior, first speak with the student calmly and individually asking him/her to cooperate. If this is repeatedly ineffective and the problem escalates, provide the student with a pass to the Division Head and then immediately call the Division Head to notify him/her that you have dismissed a student. Consult the policy in each division and seek administrative assistance as needed. Remember – it is important to set behavior and academic expectations at the beginning of each class.

4. COMMUNICATE THE SIGNIFICANCE OF LEARNING

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

A. MINIMIZE TIME SPENT ON PROCEDURAL MATTERS. A substitute teacher can demonstrate a concern for the importance of instruction by reducing the time spent on such procedural matters as taking attendance. Maximize the time spent on learning by having materials and supplies ready so that students may become actively involved in lessons as quickly as possible.

B. REQUIRE STUDENT ATTENTION AND PARTICIPATION. Seek student attention when directions are being given for assignments. To ensure that students understand directions, a skillful substitute might ask individuals to repeat parts of the directions.

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

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

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

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

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

TEACHING

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

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

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

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

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

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

SUPPORT STAFF

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

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

SUBSTITUTE PAY PROCEDURES

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

The Associate Principal will submit a “Substitute Payroll Claim Form” to the Payroll Department for each substitute working in the building. Substitutes are paid according to the payroll schedule (see attached). State and federally mandated deductions will be made from each check.
Paychecks typically reflect a 2-week lag between days worked and payment. Assignments completed between the 1st and the 15th of the month will be paid on the 30th of the month. Assignments completed between the 16th and the 30th of the month will be paid on the 15th of the following month. This is all subject to the payroll claims being submitted to the payroll department before the payroll cut off dates. Any questions concerning pay should be directed to the school at which the assignment was completed.

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

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

403(b) and 457(b) Tax Shelter Information

Any employee of District 214 can open a 403(b) and a 457(b) account and contribute through payroll deductions. Contact an approved provider and set up an account form the Omni website (https://omni403b.com). Complete a salary reduction agreement. This agreement directs the payroll department how much is to be deducted from each check and the company’s name and address accepting your contribution. Changes can be made quarterly to the amount of your contribution, or the deduction can be stopped at any time by filling out a new agreement.

REPORTING TO THE SCHOOL

Buffalo Grove High School, Arrival Time: at least 15 minutes prior to your assignment
   Parking: East lot next to the football field Sign-In/Out: Main Office
   Special Instructions: A substitute folder should be picked up and returned at the end of your assignment from Mitzi Rayburn 847-718-4015 in the Main Office.

Elk Grove High School, Arrival Time: No earlier than 15 minutes prior to your assignment.
   Parking: Faculty parking in the front lot Sign-In/Out: Main Office
   Special Instructions: Report to Mrs. Cruz-Gully 847-718-4413 in the Main Office. A substitute folder and building key will be given. Payroll form filled out and left at the Main Office. End of assignment, turn in folder, key and payroll form in the Main Office. The Division Assistant will provide specific materials for subs.

The Academy at Forest View, Arrival Time: at least 15 minutes prior to your assignment
   Parking: South parking lot, enter Door #31 Sign-In/Out: Main Office
   Special Instructions: Report to Ms. Irma Torres 847-718-7772 in the Main Office.

John Hersey High School, Arrival Time: at least 15 minutes prior to your assignment
   Parking: West lot Sign-In/Out: Main Office
   Special Instructions: A substitute folder should be picked up from Ms. Heather Kinsella in the Main office. Folder and form returned to Ms. Kinsella 847-718-4815 at the end of the day.

Newcomer Center, Arrival Time: at least 15 minutes prior to your assignment
   Parking: FVEC-Front or South lot, Door #2 Sign-In/Out: Receptionist, front desk
   Special Instructions: Ms. Diane Guzman will escort to the Newcomer Center office. Pick up and return pay claim form to Ms. Guzman. 847-718-7937

Prospect High School, Arrival Time: at least 15 minutes prior to your assignment
   Parking: West lot. If after 7:30 a.m., North or West lot, use Door #4 or Door #30. Sign-In/Out: Main Office
   Special Instructions: Report to Ms. Yesenia Ortega 847-718-5215 and sign in. Substitute will be directed to Division Head for specific instructions. Sign out in the Main Office at the end of the day.
Rolling Meadows High School, Arrival Time: at least 15 minutes prior to your assignment
Parking: Back lot, Front lot first row only, or east side of the building. Please DO NOT park in Visitor or Commuting Teacher spots. Sign-In/Out: Main Office Special Instructions: Report to Ms. Luisa Catanese 847-718-5613 in the Main Office to sign in. Pick up and return pay claim form to Ms. Catanese.

Vanguard School, Arrival Time: at least 15 minutes prior to your assignment
Parking: FVEC-North lot, Door #5 Sign-In/Out: Main Office
Special Instructions: Report to Ms. Teresa Sotelo 847-718-7890 in the Main Office to sign in. Pick up and return pay form to Ms. Sotelo. Staff meeting begins at 7:30 a.m.

Wheeling High School, Arrival Time: at least 15 minutes prior to your assignment Parking:
Front parking lot (east), Door #1 Sign-In/Out: Main Office
Special Instructions: Report to Ms. Kristina Westmoreland 847-718-7013 in the Main Office to pick up a substitute folder and classroom key. Folder, classroom key and payroll claim form should be returned to Ms. Westmoreland at the end of the day.

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

A/B CLASS SCHEDULES-ALTERNATING DAYS

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</tr>
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</tr>
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</tr>
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<td>7</td>
</tr>
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</tr>
</tbody>
</table>
*Includes a 30-Minute Independent Study Work break.

Calendar Posted in Aesop

<table>
<thead>
<tr>
<th>RMHS</th>
<th>Gold Day</th>
<th>Purple Day</th>
</tr>
</thead>
<tbody>
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<td>8</td>
</tr>
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</table>
*Includes a 30-minute Independent Student Work break.
Your D 2 1 4 Employee ID number is required to input your pay.

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

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

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

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

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

Hard Lockdown Scenarios:
- Armed Intruder
- Hostage Situation

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

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

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

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

Shelter-In-Place Procedures:
1. Listen to instructions from the school administrator announcing the shelter-in-place.
2. Instruct students to move to the designated shelter-in-place site.
3. If you are outside of the building with students, or nearest a door where students are outside, bring the students with you and escort them to the designated shelter-in-place site.
4. Take a class roster and the emergency backpack with you to the shelter-in-place site. Put on the teacher identification vest located in the backpack.
5. At the shelter-in-place site, take attendance to determine if any students are missing.
6. Let school administrators know if you have any missing or injured students.
7. Remain at the designated shelter-in-place site until the “All Clear” is announced. Follow all additional instructions from administrators and local emergency responders regarding how to resume normal activity or another necessary course of actions.

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

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

**Medical Emergency Scenarios:**
- Athletic or Playground Injuries
- Student or Staff Collapse
- Suicidal Behavior
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute Day</td>
<td>Monday, August 10, 2020</td>
<td>Students Not in Attendance</td>
</tr>
<tr>
<td>In-Service Day</td>
<td>Tuesday, August 11, 2020</td>
<td>Students Not in Attendance</td>
</tr>
<tr>
<td>First Day of Classes – 1st Quarter</td>
<td>Wednesday, August 12, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 7, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Non-Attendance Day</td>
<td>Monday, September 28, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td><strong>End of 1st Quarter</strong></td>
<td><strong>Friday, October 9, 2020</strong></td>
<td><strong>No early dismissal</strong></td>
</tr>
<tr>
<td><strong>Institute Day</strong></td>
<td><strong>Monday, October 12, 2020</strong></td>
<td><strong>Students Not in Attendance</strong></td>
</tr>
<tr>
<td>First Day of Classes – 2nd Quarter</td>
<td>Tuesday, October 13, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Parent/Teacher Conferences, Evening</td>
<td>Thursday, October 29, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>2020 General Election Day</td>
<td>Tuesday, November 3, 2020</td>
<td>All Buildings Closed</td>
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<tr>
<td>Non-Attendance Day</td>
<td>Wednesday, November 25, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>Thursday, November 26, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Non-Attendance Day</td>
<td>Friday, November 27, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>1st Semester Final Exams</td>
<td>Dec. 16, 17, 18, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td><strong>End of 2nd Quarter/1st Semester</strong></td>
<td><strong>Friday, December 18, 2020</strong></td>
<td><strong>Students dismissed after final exams</strong></td>
</tr>
<tr>
<td>Winter Break Begins at Close of Classes</td>
<td>Friday, December 18, 2020</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td><strong>In-Service Day</strong></td>
<td><strong>Monday, January 4, 2021</strong></td>
<td><strong>Students Not in Attendance</strong></td>
</tr>
<tr>
<td>First Day of Classes – 3rd Quarter</td>
<td>Tuesday, January 5, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 18, 2021</td>
<td>Teachers, Students and 10-month Staff Not in Attendance</td>
</tr>
<tr>
<td>Non-Attendance Day</td>
<td>Friday, February 12, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Presidents' Day, Non-Attendance Day</td>
<td>Monday, February 15, 2021</td>
<td>Students Not in Attendance</td>
</tr>
<tr>
<td>Institute Day</td>
<td>Friday, February 26, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td><strong>End of 3rd Quarter</strong></td>
<td><strong>Friday, March 12, 2021</strong></td>
<td><strong>No early dismissal</strong></td>
</tr>
<tr>
<td>First Day of Classes – 4th Quarter</td>
<td>Monday, March 15, 2021</td>
<td>Students dismissed early</td>
</tr>
<tr>
<td>Spring Break Begins at Close of Classes</td>
<td>Friday, March 19, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Classes Resume After Spring Break</td>
<td>Monday, March 29, 2021</td>
<td>Students dismissed after final Exams</td>
</tr>
<tr>
<td>Non-Attendance Day</td>
<td>Friday, April 2, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>Commencement Exercises</td>
<td>Wednesday, May 19, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td>2nd Semester Final Exams</td>
<td>May 26, 27, 28, 2021</td>
<td>All Buildings Closed</td>
</tr>
<tr>
<td><strong>End of 2nd Semester/Last Day of Classes</strong></td>
<td><strong>Friday, May 28, 2021</strong></td>
<td><strong>Students dismissed after final Exams</strong></td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 31, 2021</td>
<td>All Buildings Closed</td>
</tr>
</tbody>
</table>

BOE Approved: 10/18/18
BOE Approved Revisions: 2/20/20
BOE Approved Revisions: 6/11/20
## Payroll Schedule 2020-2021

<table>
<thead>
<tr>
<th></th>
<th>CUT-OFF DOCUMENTS TO PAYROLL</th>
<th>PAYDATE</th>
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<tbody>
<tr>
<td><strong>2020</strong></td>
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<td></td>
</tr>
<tr>
<td>June</td>
<td>Monday, June 1, 2020</td>
<td>Monday, June 15, 2020</td>
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<tr>
<td></td>
<td>Tuesday, June 16, 2020</td>
<td>Tuesday, June 30, 2020</td>
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<tr>
<td>July</td>
<td>Tuesday, June 30, 2020</td>
<td>Wednesday, July 15, 2020</td>
</tr>
<tr>
<td></td>
<td>Thursday, July 16, 2020</td>
<td>Thursday, July 30, 2020</td>
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<tr>
<td>August</td>
<td>Tuesday, August 4, 2020</td>
<td>Friday, August 14, 2020</td>
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<tr>
<td></td>
<td>Tuesday, August 18, 2020</td>
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<td>September</td>
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<tr>
<td></td>
<td>Thursday, September 17, 2020</td>
<td>Wednesday, September 30, 2020</td>
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<tr>
<td>October</td>
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</tr>
<tr>
<td></td>
<td>Tuesday, October 20, 2020</td>
<td>Friday, October 30, 2020</td>
</tr>
<tr>
<td>November</td>
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</tr>
<tr>
<td></td>
<td>Friday, November 13, 2020</td>
<td>Monday, November 30, 2020</td>
</tr>
<tr>
<td>December</td>
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<tr>
<td></td>
<td>Monday, December 14, 2020</td>
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<tr>
<td><strong>2021</strong></td>
<td></td>
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<tr>
<td>January</td>
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<td></td>
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<tr>
<td>February</td>
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<tr>
<td></td>
<td>Tuesday, February 16, 2021</td>
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</tr>
<tr>
<td>March</td>
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</table>
DAILY SCHEDULE: Stage 1 and Stage 2

CLASS SCHEDULES FOR ALL STUDENTS

8
CLASSES TOTAL
4
EXTENDED CLASSES PER DAY
5
DAYS A WEEK

A/B CLASS SCHEDULES – ALTERNATING DAYS

<table>
<thead>
<tr>
<th>BGHS, EGHS, JHHS, PHS, WHS</th>
<th>Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Times</td>
<td>A Day</td>
</tr>
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EDUCATION & PUBLIC HEALTH GUIDANCE

- Restore Illinois Plan | coronavirus.illinois.gov
- Illinois State Board of Education | www.isbe.net
- Illinois High School Association | www.ihsa.org
- Illinois Community College Board | www.iccb.org
- Illinois Department of Public Health | www.dph.illinois.gov
- Centers for Disease Control and Prevention | www.cdc.gov
- American Academy of Pediatrics | www.aap.org
Substitute Guidelines

The health and safety of our students and staff remain a top priority. This has always been the case, but especially in the face of the ongoing global pandemic. District 214 is closely monitoring and following state guidelines and putting new practices in place to allow for the most sanitary conditions.

ENTERING WORK
All District 214 school employees will need to do the following when arriving for work each day:

- Enter the building through designated doors. There will be markings on the ground to ensure social distancing is maintained when entering the building.
- Staff will have their temperatures taken at that time and affirm that they are not currently experiencing any COVID-19 symptoms.
- If employees enter the building before security staff is present, they will need to answer the questions, take their temperatures, affirm that they meet the criteria to enter the building and sign off on the provided form that they self-certified.

FACE COVERINGS
All staff must wear face masks at all times. Plastic shields can be worn in addition to face masks, but plastic shields are not a replacement for face masks. However, staff may remove their masks when alone in a room with the door closed, as per an Aug. 4 Cook County Department of Health directive.

It is a job expectation that all individuals in a building wear a mask when in the presence of others or when moving throughout the building. Failure to do so will result in appropriate disciplinary action.

PHYSICAL DISTANCING
All individuals in the school building should maintain a distance of six feet from any other person whenever possible. In rare instances, distancing may not be possible. Those interactions should be kept as brief as possible and a face mask should be worn at all times.

In-person learning will be limited to 15 students for regular classes and small groups for special education classes to achieve six feet of social distancing between students when possible. One exception could be the Fine and Performing Arts classes, which are exploring alternate ways to maintain social distancing.

The District will be working on a plan to limit class sizes while ensuring quality education for all students during the remote learning period.
GENERAL ETIQUETTE
By following common sense rules of etiquette, District employees can reduce the risk of spreading disease:

- Movement around the building should be limited.
- Conversations with others should be done via phone, Zoom, Google Chat, etc.
- If an item from another office is needed, the item can be left in staff mail.
- Only one person is allowed in the mailroom, copy room or small spaces at a time.
- Staff should stay to the right in hallways and stairwells.
- Socialization time in-person should be limited.

Restroom Etiquette
- Should all bathroom stalls be full, staff should return later rather than waiting.
- No more than two people should be washing their hands at the sink at a time.
- Hands should be washed for a minimum of 20 seconds with soap and water.

Office Etiquette
- Staff should maintain a six-foot distance when possible from others in an office, although it is OK to briefly pass closer than six feet to get into or out of a work space.
- Unnecessary foot traffic should be minimized.
- Staff should not use others’ work spaces or congregate in a work space.
- Work spaces should be sanitized after use.
- Staff who are alone in a room with the door closed may remove their masks.

Shared Classroom Etiquette
- Desks in the areas in which staff have worked should be sanitized with the supplied microfiber cloth and spray disinfectant.
- Personal belongings should not be left on desktops.
- Rather than sharing technology, staff should use a personal laptop or other technology when possible.
- When both teachers are in the room at once, they should stay at least six feet apart.
- Staff should wash their hands before and after transferring materials to a colleague.

LUNCH/BREAKS
Access to cafeterias will be restricted until further notice. Staff should ensure they are maintaining social distancing while eating. It is strongly recommended they eat by themselves in their classrooms.

Staff will have their duty-free lunch each day. If a staff member decides to leave the building for lunch, they will have their temperature checked upon re-entry and will need to certify they are not experiencing any symptoms of COVID-19.

HYGIENE AND CLEANING
Hand Washing
All staff in the building should wash their hands at least 20 seconds with warm, soapy water:
Before leaving home.
- After arriving at work.
- Before and after touching their face mask for any reason.
- Before touching surfaces in common spaces.
- Before and after eating.
- After using the restroom.
- After removing gloves.

Cleaning Protocol
There is a difference between sanitizing and disinfecting. Sanitizing is cleaning that lowers the number of germs, while disinfecting kills germs.

The following procedures follow the CDC’s recommendations for cleaning, including sanitizing and disinfecting:
- Schools will continue to follow recommendations from state and local health departments and the CDC, with cleaning procedures increased to address high-touch areas each hour as instructed by the CDC and IDPH.
- First-shift custodians will clean high-touch surfaces and bathrooms while class is in session.
- High-touch items include desks, countertops, doorknobs, door push plates, computer keyboards, learning items, faucet handles, phones and railings.
- Additional help will be given to the first shift when students return to the building full time to address additional sanitation and disinfecting needs.
- The most effective way to clean/sanitize and disinfect hard surfaces is with a microfiber cloth and spray cleaner.
  - Microfiber towels contain more than 200,000 fibers per inch and can absorb more than seven times their weight in water, making them much more effective than traditional cleaning cloths or Clorox-type wipes.
  - Microfiber cloths, used with only water, are 98.9 percent effective in removing bacteria from smooth surfaces.
- Electrostatic sprayers have been purchased for each school for disinfectant use.
- Second- and third-shift custodians will use sprayers to disinfect all high-touch surfaces, including desks, and bathrooms nightly.
- Throughout the day, after passing periods, staff will continue to clean, sanitize and disinfect door handles, door push bars/plates, toilet room fixtures and other high-touch areas.
- Staff will ensure restrooms have plenty of soap.
- Staff will wash their hands frequently and use gloves when cleaning, sanitizing and disinfecting.
- Hand sanitizer will be provided throughout the building.

Building Procedures
Building procedures and amenities will be improved to reduce surface touching. The District will work to ensure streamlined and convenient access for staff as they enter the buildings and proceed through hallways.

In addition, touchless paper towel dispensers are installed in all restrooms and workrooms. Soap dispensers are not required to be touchless because users wash their hands directly after touching the dispenser. Finally, all toilets will be touchless where possible.

**AIR QUALITY**
The air flow in District 214 buildings is designed for closed windows to provide filtered air to occupants. The HVAC system in each school is designed to deliver fresh clean air, maintaining safe levels of carbon dioxide (CO2), and to change the air every 10 to 15 minutes. To provide the most outside air, the District will be maximizing the outside air programming in building automation systems, creating additional outside air changes per hour, or about once every five minutes.

When windows are opened it destabilizes the HVAC system design and can have a negative impact on the airflow in the buildings, causing the potential of fewer air changes per hour. Windows should be kept closed and the HVAC system should be utilized as intended, along with the Building Automation System, to deliver fresh air that can be controlled.

**SAFETY REPORTING**
It will be difficult to learn new habits and also practice them faithfully, but it’s critically important that we do so. Safety precautions work best when everyone follows them. Everyone must be vigilant about following the protocols and correcting unsafe situations.

**It’s OK to Speak up**
Staff and others in the building should not be afraid to remind one another of the protocols when lapses are observed. It is important to work together to adjust to this new way of working, and staff are encouraged to give students or colleagues a friendly reminder if they aren’t complying with rules. Should persistent or especially troublesome safety violations be observed, they should be reported immediately to an administrator or supervisor. The concern will be taken seriously, acted upon promptly and kept confidential.