



**Township High School  
District 214**

**Substitute Handbook**

**2025-2026**



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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:**

**Gina Castellano  
Executive Director of Human Resources  
Forest View Educational Center  
2121 South Goebbert Road  
Arlington Heights, IL 60005-4297**

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



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

**Dr. Scott Rowe**  
Superintendent

## **A Message from the Superintendent**

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

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

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

Sincerely,

Dr. Scott Rowe  
Superintendent

**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:*

**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.

**An environment in which people are:**

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

**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.

**Staff members who:**

- are active, lifelong learners committed to continuing professional and personal development;
- are leaders in instructional practices;
- create schoolwork that 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.

## 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 of 80% annually of the students graduating College and Career Ready.

### College Ready Indicators (A or B)\*

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

#### A) GPA 2.8+ AND One College Ready Course

- Advanced Placement (AP) Exam (Score of 3 or Higher)
- AP Course (Grade of A, B, or C)
- Dual Credit English or Math Course (Grade of A, B, or C)
- College Transition English or Math Course (Grade of A, B, or C, met Partner Requirements)

#### B) College Ready Assessment Benchmarks

- ACT: English 18, Reading 22, Science 23, Math 22
- SAT: EBRW 480, Math 530

**Additional Factors that Contribute to College Success:** Earning As, Bs, Cs; FAFSA/alternative application; 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 (A and B)

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.

#### A) Identify a career cluster area

#### B) Three Career Readiness Indicators

- Career Development Experience during high school career
- Industry Credential at any point in time before graduation
- Military Service or an ASVAB Score of 31 or Higher during high school career
- Dual Credit Career Pathway Course (College Credit Earned)
- 25 Hours of Community Service during high school career
- Two or More Organized Co-Curricular Activities during high school career
- Completion of Program of Study before graduation
- Attaining and Maintaining Consistent Employment for a Minimum of 12 Months during high school
- Consecutive Summer Employment during high school career
- 95% Attendance

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.\*

*\*Due to COVID, the Class of 2025 is the first cohort that can be analyzed regarding one-year growth norms.*

## **BECOMING A SUBSTITUTE**

### **Qualifications To Substitute Teach**

To be eligible to substitute teach in District 214, individuals 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. Please note: District 214 does not accept any Short Term licenses at this time.

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 state-mandated 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:

- PEL holders may substitute for the same teacher for up to 120 paid days or 600 paid hours per school year
- SUB or PARA license holders with a bachelor's degree may substitute for the same teacher for up to 90 paid days or 450 paid hours per school year.

The Teachers' Retirement System ([TRS](#)) in Illinois limits for TRS annuitants:

- A TRS retiree may substitute for up to 120 paid days or 600 hours in any school year, but not more than 100 paid days in the same classroom.

Note: It is also essential that substitute teachers keep a personal record of the total number of days worked within the district, especially if they accept long-term or recurring assignments. While the district tracks internally, maintaining your own records helps ensure compliance with legal limits.

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

- Completed online application with at least 2 reference surveys received
- 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 background check
- Employment Eligibility Verification form (I-9), including appropriate IDs
- Pension form
- IL Mandated Reporter Form
- Statement Regarding Social Security if applicable
- Verification of completion of District GCN Tutorials
- Direct Deposit Form
- Complete Faith's Law Requirements
- Substitute Handbook Receipt Form
- Drug & Alcohol Policy Form
- AUP Form



## **Required Training**

All substitutes are required to complete online training through the [Global Compliance Network or GCN](#). Please remember that this is a mandated annual requirement and a qualification of substitute employment. If you have completed GCN training for another district, you must email proof of completion (proof must include date completed) to Reyna Jasso. State mandated trainings are on a five year cycle following state requirements.

Instructions and access information will be provided to all substitutes by:

Reyna Jasso,  
[reyna.jasso@d214.org](mailto:reyna.jasso@d214.org)  
(847)718-7600

## **Automated Substitute System**

District 214 uses the Red Rover system to manage substitute assignments. Red Rover allows substitutes to locate and accept jobs using both the telephone and the internet. It is available 24 hours a day, 7 days a week. Red Rover offers three ways to access job opportunities:

- Online Access: You can search for and accept jobs, update your calendar, manage personal settings, and set call preferences by visiting the Red Rover website at <http://www.redroverk12.com>. If the employee has uploaded lesson plans, they will be viewable once the job is accepted.
- Phone Notifications: Red Rover will also call pre-selected substitutes to offer jobs. Call times are:
  - Weekdays: 5:00 a.m. - 10:00 p.m.
  - Weekends: 9:00 a.m. - 10:00 p.m.
- Mobile App: Once your Red Rover account is active, you may download the Red Rover K12 mobile app from the iOS App Store or Google Play at no cost.

### **Setup Information**

- After completing the application and being approved, you will receive an invitation to activate your Red Rover Account.
- Once activated, you may log in and begin accepting assignments.

### **Support**

If you experience difficulties with Red Rover, please contact Jocelyn Lopez at [jocelyn.lopez@d214.org](mailto:jocelyn.lopez@d214.org) or 847-718-7649

## SUBSTITUTE COORDINATORS

<b>Building</b>	<b>Address</b>	<b>Substitute Coordinator</b>	<b>Phone Number</b>	<b>Email Address</b>
<a href="#"><u>Buffalo Grove High School</u></a>	1100 West Dundee Road, Buffalo Grove, 60089	Soraida Caldera	847-718-4015	soraida.caldera@d214.org
<a href="#"><u>Elk Grove High School</u></a>	500 Elk Grove Boulevard, Elk Grove Village, IL 60007	Laura Sanchez	847-718-4413	laura.sanchez@d214.org
<a href="#"><u>The Academy at Forest View</u></a>	2121 S. Goebbert Road, Arlington Heights, IL 60005	Gabby Ramirez	847-718-7772	alma.ramirez@d214.org
<a href="#"><u>John Hersey High School</u></a>	1900 E. Thomas Street, Arlington Heights, IL 60004	Maria Gomez	847-718-4815	maria.gomez@d214.org
<a href="#"><u>International Newcomer Academy</u></a>	2121 S. Goebbert Road, Arlington Heights, IL 60005	Rosalba Espinoza Gregorio	847-718-7937	rosalba.espinoza@d214.org
<a href="#"><u>Prospect High School</u></a>	801 W. Kensington Road, Mount Prospect, IL 60056	Laura Arroyo	847-718-5215	laura.arroyo@d214.org
<a href="#"><u>Rolling Meadows High School</u></a>	2901 Central Road, Rolling Meadows, IL 60008	Tracy Sparacino	847-718-5613	tracy.sparacino@d214.org
<a href="#"><u>Vanguard School</u></a>	2121 S. Goebbert Road, Arlington Heights, IL 60005	Teresa Sotelo	847-718-7890	teresa.sotelo@d214.org
<a href="#"><u>Wheeling High School</u></a>	900 S. Elmhurst Road, Wheeling, IL 60090	Kristina Westmoreland	847-718-7013	kristina.westmo@d214.org

## RESPONSIBILITIES OF THE SUBSTITUTE

### District Expectations

Substitute teachers are considered employees of District 214 and are expected to comply with the expectations, procedures, and policies outlined in the D214 Employee Handbook (2025–2026). This includes, but is not limited to:

- Professional conduct and ethics
- Non-discrimination and equity practices
- Technology and email use
- Confidentiality of student information (FERPA)
- Workplace safety and mandatory reporting
- Drug-free workplace policies

Substitutes are encouraged to review the Employee Handbook in full to ensure awareness and compliance. You can access the handbook online at:

**Dress code:** Substitutes are expected to dress professionally in business or business casual attire. Collared shirts are recommended. Shorts, torn, or tattered jeans are prohibited.

**Personal appearance/hygiene:** Substitutes should be presentable and well-groomed when working in District 214.

**Name badges:** Must be worn at all times. Provided by the school security desk or main office.

**Parking placards:** Issued at the school for your first assignment (to be placed on your car's rearview mirror). See the Associate Principal's Administrative Assistant.

**Cell phones:** Must be turned off during class.

**Check-in procedures:** Upon arrival, substitutes must check in at the security desk with a valid driver's license. A badge will be issued in exchange and must be worn all day. Sign in with the Associate Principal's Administrative Assistant. Your license will be returned at sign-out.

**Personal belongings:** Schools are public buildings. Store personal items in a secure location. The district is not responsible for lost or stolen belongings.

**Attendance:** Confirm attendance procedures with the Associate Principal or Division Head. Teachers typically take attendance each period.

**Hall passes:** Students must have an official pass to be in the hallway during class. Sign the regular teacher's name and add your initials.

**School procedures:** Follow all established school procedures unless instructed otherwise by an administrator. Any changes to plans should be communicated clearly.

**Faculty workrooms:** Substitutes may use staff workrooms during conference or lunch periods and are expected to support a productive learning environment.

## **DRUGS - ALCOHOL - SMOKING**

The possession, use, sale, or distribution of illegal drugs, alcohol, drug paraphernalia, or unauthorized substances is strictly prohibited on school property, at school-sponsored events, and during school hours.

Smoking and the use of tobacco or nicotine products (including e-cigarettes and vaping devices) is also prohibited at all times on school property, regardless of age.

## **GENERAL GUIDELINES**

These four guidelines will help you manage your classroom and promote a positive experience:

### **1. Be prepared**

- A. **Arrive early:** Be on campus at least 30 minutes before students to review assignments and locate classrooms.
- B. **Get administrative info:** Visit the main office for room locations and schedules. Know where the Division Head and your assigned room are.
- C. **Get to know the room:** Learn emergency procedures, PA systems, and where to keep your personal belongings.
- D. **Find materials in advance:** If teaching, locate books, handouts, and plans. If anything is missing, alert the Division Head.

### **2. Take charge of the classroom**

- A. **Start the class decisively:** Begin class on time, greet students positively, and use a seating chart. Start the lesson right away.
- B. **Take attendance efficiently:** Use the roster or collect papers to account for all students quickly. Make eye contact and move confidently.
- C. **Get acquainted:** When possible, introduce yourself and your teaching background to set a positive tone.
- D. **Give directions clearly:** Break tasks down step-by-step and make instructions easy to follow.

### **3. Clarify expectations about student conduct**

- A. **Review expectations early:** At the start of class, review the regular teacher's behavior expectations. If no guidance is provided, use simple classroom rules focused on respect, responsibility, and engagement.
- B. **Promote a positive environment:** Encourage students to follow expectations through clear communication, positive reinforcement, and consistent responses to behavior.
- C. **Respond calmly and fairly:** Address off-task or disruptive behavior quietly and respectfully. Use redirection first. If behavior escalates, follow the school's referral process.
- D. **Know when to escalate:** For serious concerns (e.g., threats, safety issues, refusal to follow directions), contact the main office or a Dean for support immediately. Do not leave the classroom unattended. Substitutes should not engage in physical intervention.
- E. **Support district policy:** Substitutes are expected to uphold all student behavior standards as outlined in District 214 Board Policy 7:190, which prohibits bullying, harassment, threats, and disruptive conduct.

#### 4. Communicate the significance of learning

- A. **Limit procedural delays:** Reduce downtime by starting quickly and keeping materials ready.
- B. **Expect participation:** Ask students to repeat directions and check in during individual and group work.
- C. **Monitor long-term tasks:** Follow up to ensure student work is completed. If not collectable, initial what was completed.
- D. **End with closure:** Use the final minutes to wrap up the lesson, remind students of homework, and encourage progress.

#### 5. Leave a note for the classroom teacher

- A. In Red Rover, please leave a note for the classroom teacher describing the academic work completed and the level of student productivity.

Following these guidelines helps ensure consistency in student learning and a smooth teaching experience during teacher absences.

### REPORTING TO THE SCHOOL

Building	Arrival Time	Parking	Sign in/Out	Substitute Coordinator & Contact	Special Instructions
<b>Buffalo Grove High School</b>	At least 15 minutes prior to your assignment	Staff parking marked in blue, next to the football field	Main Office	Soraida Caldera 847-718-4015 soraida.caldera@d214.org	A substitute folder should be picked up and returned at the end of your assignment from/to Soraida Caldera 847-718-4015 in the Main Office.
<b>Elk Grove High School</b>	At least 15 minutes prior to your assignment	Faculty parking in the front lot	Main Office	Laura Sanchez 847-718-4413 laura.sanchez@d214.org	Report to Mrs. Sanchez 847-718-4413 in the Main Office. A substitute folder and building key will be given. End of assignment, turn in the folder and key to the Main Office.
<b>The Academy at Forest View</b>	At least 15 minutes prior to your assignment	By Door #4, enter Door #4	Main Office	Gabby Ramirez 847-718-7772 alma.ramirez@d214.org	Report to Ms. Gabby Ramirez 847-718-7772 in the Main Office.
<b>John Hersey High School</b>	At least 15 minutes prior to your assignment	West Lot	Main Office	Maria Gomez 847-718-4815 maria.gomez@d214.org	A substitute folder should be picked up from Ms. Heather Kinsella in the Main office. Folder and form returned to Ms. Gomez 847-718-4815 at the end of the day.
<b>International Newcomer Academy</b>	At least 15 minutes prior to your assignment	By door #4, enter Door #4	Sign in: with security  Sign Out: with Ms. Espinoza	Rosalba Espinoza 847-718-7937 rosalba.espinoza@d214.org	Sign-In with the security and proceed to the Specialized School main office. They will contact Ms. Rosalba Espinoza (847)718-7937 to escort you to the 2nd floor office.

<b>Prospect High School</b>	At least 15 minutes prior to your assignment	Visitor's Parking (Circle Drive, by the flagpoles) by door 6	Main Office	Laura Arroyo 847-718-5215 laura.arroyo@d214.org	Report to Ms. Laura Arroyo 847-718-5215 and sign in. Substitutes will be directed to Division Head for specific instructions. Sign out in the Main Office at the end of the day.
<b>Rolling Meadows High School</b>	At least 15 minutes prior to your assignment	Front lot please park in a visitor spot, or on the west side of the parking lot alongside the tennis courts. Please do not park in a numbered parking spot.	Main Office	Tracy Sparacino 847-718-5613 tracy.sparacino@d214.org	Report to Ms. Tracy Sparacino 847-718-5613 in the Main Office to sign in.
<b>Vanguard School</b>	At least 15 minutes prior to your assignment	By Door #4, enter through Door #4	Main Office	Teresa Sotelo 847-718-7890 teresa.sotelo@d214.org	Report to Ms. Teresa Sotelo 847-718-7890 in the Main Office to sign in
<b>Wheeling High School</b>	At least 15 minutes prior to your assignment	Front parking lot (east), Door #1	Main Office	Kristina Westmoreland 847-718-7013 kristina.westmo@d214.org	Report to Ms. Kristina Westmoreland 847-718-7013 in the Main Office to pick up a substitute folder and classroom key.

## 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

Class Time	Class Block	Class Block
8:20 a.m. - 9:45 a.m.	1	5
9:50 a.m. - 11:20 a.m.	2*	6*
11:25 a.m. - 1:40 p.m.	3	3
A Lunch	A Lunch (11:25–12:10)	A Lunch (11:25–12:10)
	Class (12:15–1:40)	Class (12:15–1:40)
B Lunch	Class (11:25–12:10)	Class (11:25–12:10)
	B Lunch (12:10–12:55)	B Lunch (12:10–12:55)
	Class (1:00–1:40)	Class (1:00–1:40)
C Lunch	Class (11:25–12:50)	Class (11:25–12:50)
	C Lunch (12:55–1:40)	C Lunch (12:55–1:40)
1:45 p.m. – 3:10 p.m.	4	8

\*5 minutes are for school announcements at the beginning of the class

**Please note that the Specialized Schools are on a period 1 through 8 schedule**

<b>International Newcomer Academy</b>	<b>The Academy at Forest View</b>	<b>Vanguard School</b>
Homeroom - 8:35 - 8:50	Homeroom - 8:35 - 8:50	Team - 8:35 - 9:37
1st Period - 8:52 - 9:37	1st Period - 8:52 - 9:37	2nd Period - 9:39 - 10:24
2nd Period - 9:39 - 10:24	2nd Period - 9:39 - 10:24	3rd Period - 10:26 - 11:11
3rd Period - 10:26 - 11:11	3rd Period - 10:26 - 11:11	4th Period - 11:12 - 11:52 (LUNCH)
4th Period - 11:12 - 11:52 (LUNCH)	4th Period - 11:13 - 11:58	5th Period - 11:54 - 12:39
5th Period - 11:54 - 12:39	5th Period - 12:00 - 12:30 (LUNCH)	6th Period - 12:41 - 1:26
6th Period - 12:41 - 1:26	6th Period - 12:32 - 1:17	7th Period - 1:28 - 2:13
7th Period - 1:28 - 2:13	7th Period - 1:19 - 2:03	8th Period - 2:15 - 3:00
8th Period - 2:15 - 3:00	8th Period - 2:05 - 2:50	

## **SUBSTITUTE PAY**

### **Teaching**

Substitute teachers are responsible for the full instructional and supervisory duties of the teacher they are covering. Assignments may vary by class size, scheduling, and program needs.

- **Daily Pay Rate:** \$37.80 per hour of instructional time. Conference/planning and lunch periods are unpaid unless the substitute is requested to cover another class during that time.
- **Extra Coverage:** If requested to cover during a planning or lunch period, substitutes will be paid \$37.80 per hour for that additional block.
- **Long-Term Substitute Assignment Pay:** Substitutes working in the same full-time assignment for 20 consecutive days will be paid \$37.80 per hour of instructional time for those first 20 days. On the 21st day, the pay increases to \$275.00 per day and is retroactive to day one. Long-term substitutes are expected to complete all duties of the regular teacher (e.g., conferences, meetings).
  - **Important for Long-Term Substitutes:** Substitutes in a long-term assignment may not accept or perform coverage for any other teacher outside of their assigned role.
- **Substitute Nurses:** Paid at a flat rate of \$240 per day.

## Support Staff

A substitute for an educational support staff position will be paid at a rate of \$21.00 per hour. The substitute assumes the regular responsibilities of the person for whom he/she is substituting.

## Assignment Changes Upon Arrival

If a substitute reports to a school and discovers that the assignment has changed or was entered in error—through no fault of their own—they may receive pay **at the discretion of the building** if they choose to stay and accept an alternate assignment. Substitutes who decline an alternative assignment **will not** receive payment for the day.

## SUBSTITUTE PAY PROCEDURES

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

All substitute assignments are tracked through Red Rover, the district's absence management system. While substitutes are not paid directly through Red Rover, the information entered is used to process payroll. It is essential that all assignments are accurately logged to ensure timely and accurate payment.

Paychecks typically reflect a two-week lag between the date worked and the date of payment. Assignments completed between the 1st and 15th of the month will be paid on the 30th of the month. Assignments completed between the 16th and 30th will be paid on the 15th of the following month. This schedule is dependent on the payroll calendar in the Resources section of this handbook.

Questions regarding pay should be directed to the school where the assignment was completed.

If a substitute's assignment involves travel between schools, mileage reimbursement may be available. An Expense Reimbursement Claim form should be obtained from and submitted to the Associate Principal's Administrative Assistant at the originating school.

Direct deposit advisories are sent to the substitute's personal email address on file.

## 403B AND 457B TAX SHELTER INFORMATION

All District 214 employees are eligible to open a 403B and/or a 457B account and contribute through payroll deductions.

To enroll:

- Visit the Omni website: <https://omni403b.com>
- Complete a Salary Reduction Agreement form. This form tells the Payroll Department:
  - How much to deduct from each paycheck
  - The name and address of the company receiving your contributions

Contribution changes can be made quarterly, or you may stop deductions at any time by submitting a new agreement through the Omni site.



## **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**

District 214's Board of Education establishes expectations for student behavior grounded in **Policy 7:190 – Student Discipline**, which emphasizes the safety and dignity of both students and staff.

### **General Expectations**

Students are expected to:

- Comply with school rules and regulations
- Obey all directions from school staff promptly and respectfully
- Conduct themselves at school, school-related events, and on school property in a manner that reflects well on the district

Substitutes should contact the school's administration office if any **significant disciplinary issue** arises.

### **Disciplinary Actions**

Appropriate consequences for misconduct may include (but are not limited to):

- Verbal reprimand
- Parent/guardian conference
- Detention or Saturday detention
- Removal from class
- Suspension or expulsion
- Referral to law enforcement

### **Unacceptable Behaviors**

The following are violations of district policy and must be addressed:

- Fighting or physical abuse
- Insubordination, disrespect, or intimidation toward staff or substitutes
- Vandalism or misuse of school property
- Possession, use, or distribution of alcohol, illegal drugs, or tobacco products (including e-cigarettes)
- Use of vulgar or profane language or gestures
- Truancy or attendance violations
- Extreme displays of affection
- Bullying, including intimidation or harassment based on race, religion, gender, ability, or sexual orientation
- Unauthorized loitering in restricted areas
- Deception, cheating, forgery
- Failure to display student ID when required
- Academic unpreparedness affecting class participation
- Card playing, gambling, or habitual tardiness
- Carrying weapons or weapon “look-alikes”
- Participation in gang-related activity

## **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.

## **EMERGENCY SITUATIONS & SUBSTITUTE EXPECTATIONS**

All District 214 schools maintain an Emergency Response Plan. Each building has a designated Emergency Response Team trained to coordinate with local first responders. As a substitute teacher, you are expected to follow staff directions, stay calm, and keep students safe during all emergency situations. Always familiarize yourself with the nearest exits, shelter areas, and your classroom’s emergency materials.

Substitutes Should Also:

- Review the Crisis Procedures Flip Chart found in each classroom.
- Know the intercom phrases (e.g., “Secure and Teach” vs. “Lockdown”)

- Always take attendance after any evacuation or sheltering.
- Stay with students and keep them calm.
- Never dismiss students on your own unless directed.

## EMERGENCY SITUATIONS & SUBSTITUTE EXPECTATIONS (Cont'd)

Procedure	Purpose	What Substitutes Should Do
<b>Evacuation (Fire/Bomb Threat)</b>	To exit the building quickly and safely in response to fire or threat.	Follow evacuation routes posted in the classroom. Take attendance once outside. Do not re-enter until "All Clear" is given.
<b>Tornado (Severe Weather)</b>	To protect students from high wind or tornado danger.	Move to designated shelter area. Have students sit facing walls, cover heads. Stay until "All Clear" is announced.
<b>Lockdown (Hard)</b>	To respond to an immediate threat inside the building.	Follow Run, Hide, Fight protocols. Lock and barricade the door, turn off lights, keep students quiet and out of sight. Do not open the door until directed by uniformed police.
<b>Secure and Teach</b>	Used when there's a potential threat outside the building.	Remain in the classroom. Ignore bells. Continue instruction. Do not let anyone in or out. Wait for "All Clear."
<b>Hold</b>	Used when movement in hallways must stop due to a non-violent situation.	Keep students in the classroom. Continue normal activities. Do not send students into the hallway until "All Clear."
<b>Medical Emergency</b>	To ensure quick response to a medical crisis.	Press the green call button in the classroom or call the office. Stay with the student. Do not move them unless necessary.
<b>Weapons or Unauthorized Person</b>	To protect against individuals or weapons in the building.	Report concerns discreetly to the office. Do not approach the person. Follow staff directives and lockdown if instructed.
<b>Missing Student</b>	To quickly locate a student.	Share any information you have with administration. Help ensure attendance is accurate and monitored.
<b>Shelter-in-Place</b>	For chemical spills, environmental hazards, or other indoor safety situations.	Remain inside. Follow admin instructions. Avoid areas affected by the hazard.

