



SUBSTITUTE HANDBOOK



**West Chicago Elementary
School District 33**



D33 Department of Human Resources

West Chicago Elementary District #33

312 East Forest Avenue

West Chicago, Illinois 60185

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 Sarah Burnett, Assistant Superintendent 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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TABLE OF CONTENTS

Preface- District 33 Vision, Beliefs, and Mission

Board of Education and Administration

Buildings

School Calendars

Job Description

West Chicago School District #33 Map

EMPLOYMENT INFORMATION

Board Regulations Governing the Employment of Substitute Teachers

Assignment of Substitute Teachers

Compensation and Benefits

ROLES AND RESPONSIBILITIES

Daily Organization and Professional Responsibilities

Daily Report

Drug Free Schools

Line of Responsibility

School Safety Plan

School Visitors

PROGRAMS AND SERVICES

Gifted Education

Second Language Learners

Special Programs

Special Education Programs

Early Childhood Education

WeGo Together for Kids

Pupil Personnel Services

Additional Middle School Services

TIPS AND TRICKS

Four Keys to Successful Subbing

Building Rapport with Students

Student Centered Instructional Strategies

Instructional Functions of Substitute Teachers

The Substitute Teacher Toolkit

DISCIPLINE

Discipline

Do's and Don'ts

Checklist on Discipline for Substitute Teachers

FINAL THOUGHTS



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

Portrait of a Graduate: Inspire. Empower. Achieve.

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.



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DISTRICT 33 BOARD MEMBERS

Rita Balgeman, **President**
 Morgan Banasiak, **Vice President**
 Tom Doyle, **Secretary**
 Molly Denton
 Sandra García
 Janette Hernández
 Chad McLean



D33 BUILDINGS

Birth to Three Program

300 East Forest Ave.

Phone: 630-293-6040

Program Supervisor: Katey Baldassano

Secretary: Maria Lopez

Pioneer Preschool

615 Kenwood Ave.

Phone: 630-293-6040

Preschool Principal: Dan Guerrero

Assistant Principal/TOSA: Lori Cole

Secretary: Fabiola Garcia

Currier Elementary School

800 Gary's Mill Rd.

Phone: 293-6600

Principal: Anthony Hugelier

Assistant Principal: Carmela Getz

Secretary: Estefani Avila

Gary Elementary School

130 East Forest Ave.

Phone: 630-293-6010

Principal: Amie Correa

Assistant Principal: Jessica Raiser

Secretary: Maria Gonzalez

Indian Knoll Elementary School

0 N 645 Indian Knoll Road

Phone: 293-6020

Principal: Whitnie DelToro

Assistant Principal: Janan Szurek

Secretary: Annabelle Gonzalez

Turner Elementary School

750 Ingaltan Ave.

Phone: 293-6050

Principal: Morgan Efrom

Assistant Principal: Kelly Reinmann

Secretary: Connie Michiels



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Wegner Elementary School 1180 Marcella Lane Phone: 630-293-6400 Principal: Janet Gruenwald Assistant Principal: Kyle Mokakos Secretary: Andrea Bove	Leman Middle School 238 East Hazel Street Phone: 293-6060 Principal: Maggie Lay 6th Grade Asst Principal: Matthew Mordini 7th Grade Asst Principal: Catherine Senka 8th Grade Asst Principal: Hannah Christie 6th Grade Dean of Students: Brittany Grzesik 7th Grade Dean of Students: Adam Hague 8th Grade Dean of Students: Stephen Rogers Secretary: Jessica Porcayo Secretary: Veronica Meneses
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<u>Education Service Center (ESC)</u> 312 East Forest Ave. Phone: 293-6000 Superintendent: Kristina Davis Secretary: Alma Garcia (ext. 1203)	
❖ Superintendent: Kristina Davis (ext. 1204) ❖ Secretary: Alma Garcia (ext. 1203)	❖ Assistant Superintendent of Human Resources: Sarah Burnett (ext. 1205) ❖ HR Generalist: Monica Roth (ex. 1218) ❖ Executive Secretary: Melissa Lazcano (ext. 1215)
❖ Assistant Superintendent for Learning: Lea DeLuca (ext. 1209) ❖ Director of Assessment: Cathy Park (ext. 1214) ❖ Asst. Director of Teaching and Learning: Jenny Brunke (ext. 1232) ❖ Director of Multilingual Learners: Janet Ayala (ext. 1212) ❖ Secretary: Jenny Ballines (ext. 1216) ❖ Grants Specialist: (ext. 1216) ❖ Asst Athletic Director: Julie Odom (ext. 5345)	❖ Director of Student Services: Kristine Goebbert (ext. 1210) ❖ Assistant Director of Student Services : Jennifer Eisenmenger (ext 5207) ❖ Assistant Director of Student Services (6th - 8th): Sam Battaglia (ext. 4230) ❖ Secretary: Clint Cox (ext. 1216) ❖ Receptionist/Records Secretary: Yesenia Castillo (ext. 1200).
❖ Director of Technology and Innovation: Niko Bubaris (ext. 1230)	❖ Executive Director of Business and Operations: Karen Apostoli (ext. 1227) ❖ Accountant/Fiscal Operations Assistant/Payroll: Holly Franklin (ext. 1223) ❖ Secretary: Ed Fuentes (ext. 1224) ❖ Accounts Payable: Blanca Guerrero (ext 1202) ❖ Grant Compliance & Data Quality: Angie Nieto (ext TBD)



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D33 CALENDAR



**WEST CHICAGO
ELEMENTARY SCHOOLS**

Together for Excellence ★ ¡Juntos por la Excelencia!

2026-2027 SCHOOL CALENDAR

LEGEND	
TI	Teacher's Institute
(	1st Day
X	Legal Holiday
SI	School Improvement
*	End of Trimester
=	Not in Attendance
(P/T)E	Evening Parent/Teacher Conf.
P/T	Full Day & Evening P/T Conf.
P/T	P/T Conf 1:00 - 8:00 p.m.
PD	Professional Development Day
IS	In-service Day 1/2 Day
)	Last Day
ED	Emergency Day (if needed)
ED	Legal Holiday, emergency day (if needed)

AUGUST 2026						
M	T	W	T	F	#	
3	4	5	6	7	-	
10	11	12	13	TI	-	
TI	TI	(19	20(K)	21	3	
24(P)	25	26	27	28	5	
31					1	
Total					9	

SEPTEMBER 2026						
M	T	W	T	F	#	
	1	2	3	4	4	
X	8	9	10	11	4	
14	15	16	17	18	5	
21	22	23	24	25	5	
28	29	30			3	
Total					21	

OCTOBER 2026						
M	T	W	T	F	#	
			1	2	2	
5	6	7	8	9	5	
X	13	14	(P/T) E LMS	16	4	
19	20	21	P/T	SI	3	
26	27	28	(P/T) E ELM	30	5	
Total					19	

NOVEMBER 2026						
M	T	W	T	F	#	
2	PD	4	5	6	4	
9	10	11	12	*13	5	
16	17	18	19	20	5	
=	=	=	X	=	0	
30					1	
Total					15	

DECEMBER 2026						
M	T	W	T	F	#	
	1	2	3	4	4	
7	8	9	10	11	5	
14	15	16	17	18	5	
=	=	=	=	X	-	
=	=	=	=	=	-	
Total					14	

SPECIAL DATES	
August 14, 17, 18	NO SCHOOL - Teacher Institute Day
August 19	First Day of Classes for grades 1 - 8
August 20	First Day of Classes for Kindergarten
August 24	First Day of Classes for Preschool
September 7	NO SCHOOL - Labor Day
October 12	NO SCHOOL - Indigenous People/Columbus Day
October 15	LMS Parent/Teacher Conferences (Evening Hours Only)
October 22	NO SCHOOL - Parent/Teacher Conferences
October 23	NO SCHOOL - School Improvement Day
October 29	Elementary Parent/Teacher Conferences (Evening Only)
November 3	NO SCHOOL - Professional Development Day
November 23-27	NO SCHOOL - Thanksgiving Break
December 18	Last Day of Classes in 2026
December 21 - January 1, 2027	NO SCHOOL - Winter Break
January 4	First Day of Classes in 2027
January 18	NO SCHOOL - Martin Luther King Jr. Day
February 12	NO SCHOOL - Lincoln's Birthday
February 15	NO SCHOOL - Presidents' Day/ Emergency Day
February 23	NO SCHOOL - Professional Development Day
February 26	NO SCHOOL - Countywide Institute Day
March 1	NO SCHOOL - Parent/Teacher Conferences
March 26	NO SCHOOL - Not in Attendance
March 29 - April 2	NO SCHOOL - Spring Break
April 6	NO SCHOOL - School Improvement/Election Day
May 21	NO SCHOOL - Professional Development Day
TBD	Middle School Commencement
May 31	NO SCHOOL - Memorial Day
June 2	Last day of Classes for Preschool (if no emergency days used)
June 3	Last Day of Classes for Kinder - 7th grade If no Emergency days are used In-Service Day - HALF DAY SCHOOL

PARENT/TEACHER CONFERENCE DAYS

October 15, 2026 **Leman** (Evening Only)
October 22, 2026 **(Morning & Evening)**
October 29, 2026 **Elementary** (Evening Only)
March 1, 2027 (Afternoon & Evening)

INSERVICE DAYS

October 23, 2026 (School Improvement)
November 3, 2026 (Professional Development Day)
February 23, 2027 (Professional Development Day)
April 6, 2027 (School Improvement)
May 21, 2027 (Professional Development Day)
June 3, 2027 (Inservice Day -1/2 Day)

GRADE PERIODS

1st Trimester Ends: November 13, 2026 (58 days)
2nd Trimester Ends: March 5, 2027 (59 days)
3rd Trimester Ends: June 3, 2027 (55 days)

TEACHER INSTITUTE DAYS (Full Days)

August 14, 2026
August 17, 2026
August 18, 2026
February 26, 2027 (County Institute)

JANUARY 2027						
M	T	W	T	F	#	
				X	-	
4	5	6	7	8	5	
11	12	13	14	15	5	
X	19	20	21	22	4	
25	26	27	28	29	5	
Total					19	

FEBRUARY 2027						
M	T	W	T	F	#	
1	2	3	4	5	5	
8	9	10	11	X	4	
ED	16	17	18	19	4	
22	PD	24	25	TI	3	
Total					16	

MARCH 2027						
M	T	W	T	F	#	
P/T	2	3	4	*5	4	
8	9	10	11	12	5	
15	16	17	18	19	5	
22	23	24	25	=	4	
=	=	=			-	
Total					18	

APRIL 2027						
M	T	W	T	F	#	
			=	=	-	
5	SI	7	8	9	4	
12	13	14	15	16	5	
19	20	21	22	23	5	
26	27	28	29	30	5	
Total					19	

MAY 2027						
M	T	W	T	F	#	
3	4	5	6	7	5	
10	11	12	13	14	5	
17	18	19	20	PD	4	
24	25	26	27	28	5	
X					0	
Total					19	

JUNE 2027						
M	T	W	T	F	#	
	1	2	*IS	ED	3	
ED	ED	ED	ED	11	-	
14	15	16	17	18	-	
21	22	23	24	25	-	
28	29	30			-	
Total					3	

Board Approved 1-22-26



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



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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.

1 2 3 4

The room was left in good condition.

1 2 3 4

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

1 2 3 4

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

1 2 3 4

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

SUBSTITUTE EVALUATION OF TEACHER

Substitute name: _____ School: _____



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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: _____



EMPLOYMENT INFORMATION

BOARD REGULATIONS GOVERNING THE USE OF SUBSTITUTES

SUBSTITUTE LICENSE 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.

Substitute Requirements

Physical/TB Test

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.

Mandatory Compliance Trainings

All substitute teachers must complete the mandatory compliance trainings through Public School Works. Failure to complete them may result in substitute opportunities being revoked.

Paperwork

Substitutes must complete all assigned Applitrack/Frontline paperwork, as well as submit all paperwork and documentation requested by the school district.



Background Check

Prior to the first assignment, new substitute teachers must complete a fingerprint-based criminal history background check.

Faith's Law

Prior to the first assignment, new substitute teachers must comply with Faith's law requirements which are detailed in the welcome email and Applitrack paperwork.

I-9 Forms

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.

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 performance, misconduct charges or exclusion reports, when there are repeated absences, refusals to accept assignments, or for other reasons as determined by the department of Human Resources.

Assignment of Substitutes



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Whenever possible and in most situations, substitute teachers will be assigned to teach in fields for which they feel most qualified. 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 x1215) 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.

Workday Times and Half Day Times

Substitutes are paid in increments of full or half days. If a substitute arrives after the morning start time and before the afternoon half day time, the substitute will be compensated for an afternoon half day. If a substitute leaves before the end of the day, the substitute will be compensated for a morning half day. Please be mindful of the half day times found below:

D33 HALF DAY TIMES	
Elementary School	Middle School
Teachers	Teachers
- Half day AM: 8:30am-12:00pm - Half day PM: 12:00pm-3:30pm	- Half day AM: 7:25am-11:10am - Half day PM: 11:10am-2:55pm
Paraprofessionals	Paraprofessionals
- Half day AM: 8:30am-12:00pm - Half day PM: 12:00pm-3:30pm	- Half day AM: 7:25am-11:10am - Half day PM: 11:10am-2:55pm



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.

Position	Daily Pay Rate
Teacher	\$138.00
Teacher- Long Term *Long Term = 6+ weeks*	Days 1-10: \$138.00 Days 11-21: \$174.00 Days 22+ : \$239.00
D33 Retiree Teacher	\$148.00
D33 Retiree Teacher- Long Term *Long Term = 6+ weeks*	Days 1-10: \$148.00 Days 11-21: \$174.00 Days 22+ : \$239.00
Paraprofessional	\$110.00
Paraprofessional- Long Term *Long Term = 6+ weeks*	Days 1-10: \$110.00 Days 22+ : \$120.00

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

Long Term Substitutes:

- A long term assignment is considered to be 6 weeks or more with all days consecutive. (i.e. if a sub is only able to work 3 days per week, it is not considered long term)
 - Yearlong Subs: Subs who are in the classroom every day serving as the teacher
 - Building Subs: Subs who report to the same building each day

* If a long-term substitute has 10 or more absences, they may be removed from the position.

- Long term substitutes are expected to complete lesson plans. Support may be provided from the grade level/content team.
- Long term and yearlong substitutes attend Parent Teacher conferences, curriculum night, and staff meetings. There is no additional pay because they are included in the long term rate.
- 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.
 - Shadow days prior to an assignment are paid at the daily rate.
 - A transition day immediately upon the teacher's return from the assignment is paid at the long term rate.



- If a substitute would like to attend a faculty meeting, there is no additional compensation
- 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.

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 that includes a fob for building access. 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.

Building Substitutes are to report to their assigned building each day of student attendance and are paid at the long term substitute rate so long as they maintain their consecutive work days. If an individual would like to become a building substitute, any potential or planned absences must be communicated with HR prior to the year starting. HR will then determine whether or not to approve the absences or to deny the individual from being a building substitute.



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.

School Safety Plan

Please view [this video](#) for our safety protocols and common terminology.

Please also view [this document](#) of our safety protocols.

[This classroom action guide](#) is in the emergency folders in each classroom.

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.

Professional Development/Outside Hours Events



Substitutes may attend professional development training and opportunities in the district, but will not be compensated. Substitutes may attend faculty meetings and building events outside of typical work hours, however there will be no compensation.

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.

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, or programs outside our district. SASSED, 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)



D33 Department of Human Resources

West Chicago Elementary District #33

312 East Forest Avenue

West Chicago, Illinois 60185

- **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 the 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.

Tips for Success



D33 Department of Human Resources

West Chicago Elementary District #33

312 East Forest Avenue

West Chicago, Illinois 60185

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 are 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

DO'S	DON'TS
• Clearly state your rules early	• Nag and scold
• Respect the school's and teacher's rules	• Threaten or humiliate
• Communicate positive expectations	• Issue ultimatums
• Treat inappropriate behavior unemotionally	• Overreact
• Employ appropriate rewards	• Make arbitrary judgments
• Provide warnings	• Yell or curse
• Follow through with consistency	• Employ harsh or unusual punishment

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.

		Usually	Sometimes	Never
1.	I get student's attention before giving instruction(s).			
2.	I wait for students to attend rather than talk over chatter.			
3.	I quickly get students on task.			
4.	I give clear and specific instructions.			
5.	I set explicit time limits for task completion.			
6.	I circulate among students at work.			
7.	I hold private conferences/conversations during class.			
8.	I model courtesy and politeness.			
9.	I use a quiet voice in the classroom.			
10.	I use the "soft reprimand" rather than raise my voice.			
11.	I use a variety of cues to remind students of expected behavior.			
12.	I teach students my cues for gaining their attention.			



D33 Department of Human Resources

West Chicago Elementary District #33

312 East Forest Avenue

West Chicago, Illinois 60185

13.	I am aware of the effects of my dress, voice and movements on the student's' behavior			
14.	I use students' names as low-profile correctors of inattention.			
15.	I use proximity to improve classroom control.			
16.	I communicate positive expectations of good behavior to students.			
17.	I am aware of school and classroom rules.			
18.	I do not threaten or plead with students.			
19.	I consistently follow through with consequences to enforce rules.			
20.	I respond to behaviors I like with specific, personal praise.			
21.	I use nonverbal, social, and activity reinforcers.			



District 33 School Values

	Looks Like... 	Sounds Like... 	Feels Like... 
Respect for Others	- Speaking positively about ourselves and others - Accepting directions and instructions by taking ownership and assuming good intentions - Caring for our school building - Being mindful of others' physical space	- Using polite words - Speaking with positive intention and tone - Using appropriate CHAMPS voice level	- Safety - Valued - Accepted - Belonging
Readiness to Learn	- Being on time - Maximizing time - Being prepared with materials - Being focused and engaged - PIES (Equal Participation)	- Using appropriate CHAMPS voice level - Engaged discussion - PIES (Simultaneous Interaction)	- Accomplishment - Safe - Hungry to learn
Orderly Transitions	- Providing and respecting physical space - Walking on the right side of the hallway - Being in your expected area	- Appropriate CHAMPS voice level - School appropriate conversations - Friendly - Positive	- Calm - Safe - Routine - Respectful
Positive Interactions	- Respecting verbal and nonverbal interactions - Complimenting others - Demonstrating patience with others - Smiling	- Kind words being exchanged "Please and thank you" - Positive forms of communication - Greeting others	- Warm and fuzzy - Appreciated - Valued - Pride and joy - Part of the team
Responsibility	- Giving and accepting feedback - Actively participating - Meeting deadlines - Being on time - Seeking help when needed	"I will try better next time" "How can I improve?" - School appropriate conversations - Holding each other accountable	- Ownership <u>Self Respect</u> - You are listened to and heard

Final Thoughts

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) 9:30 a.m. to 6:30 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 will not 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. Scheduled pay periods follow this Pay dates 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.



D33 Department of Human Resources

West Chicago Elementary District #33

312 East Forest Avenue

West Chicago, Illinois 60185

5. Check History: Employee Information > Payroll > Check History

1. Double click to expand details
2. Check information is divided by check date
3. This information is exact reflection of your check stub information

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.

Updated: August 12, 2025