



Maximizing the academic, social & emotional potential of each student

SUBSTITUTE STAFF HANDBOOK

**2026-2027
School Year**

**Community
Consolidated
School District 93**

**Address:
230 Covington Drive
Bloomington, IL
60108**

Phone: 630-893-9393

www.ccsd93.com

BOARD OF EDUCATION

**Jessica Zolmierski,
President
Allison Williams,
Vice President
Kristen Davia, Au.D.
Luv Desai
Marideth Groves
Michael Lovatt
Josh Payton**

**SUPERINTENDENT
OF SCHOOLS
David Hill, Ed.D.
Phone: 630-893-9393**



CCSD93 2023-2028 **STRATEGIC PLAN**



2026 - 2027 SCHOOL CALENDAR

AUGUST 2026	
August 5 - 7, 10 & 11	New Educator Orientation
August 12	Kindergarten & New Student Orientation (Elementary 10:00 - 11:00 a.m., Middle School: 1:00 - 2:00 p.m.)
August 17 & 18	Teacher Institute Days
August 18	Meet the Teacher Day: Elementary (2:00 - 3:30 p.m.) and Middle School (11:00 a.m. - 12:30 p.m.)
August 19	1st Day of Student Attendance - Elementary & Middle Schools
August 20	Meet the Teacher Day: Early Childhood Center (12:30 - 3:00 p.m.)
August 24	1st Day of Student Attendance - Early Childhood Center
SEPTEMBER 2026	
September 2	Spotlight on Learning Night - Middle Schools (6:00 - 7:30 p.m.)
September 7	Labor Day (No School)
September 15	Spotlight on Learning Night - Elementary Schools (6:00 - 7:00 p.m.)
September 16	Spotlight on Learning Night - Early Childhood Center (6:00 - 7:00 p.m.)
September 23	Early Release Day for Students (In-Service Day for Staff)
OCTOBER 2026	
October 7 & 8	Student-Led Conferences (School in Session)
October 9	Non-Attendance Day (No School)
October 12	Columbus Day Holiday (No School)
October 13	Institute Day (No School)
NOVEMBER 2026	
November 3	Non-Attendance Day (No School)
November 13	Last Day of First Trimester
November 18	Early Release Day for Students (In-Service Day for Staff)
November 25 - 27	Thanksgiving Recess (No School)
DECEMBER 2026	
December 21 - 31	Winter Break (No School)
JANUARY 2027	
January 1	Winter Break (continued) (No School)
January 4	School Resumes
January 13	Early Release Day for Students (In-Service Day for Staff)
January 18	Martin Luther King Jr. Day (No School)
FEBRUARY 2027	
February 15	Presidents' Day (No School)
February 25	Last Day of Second Trimester
February 26	Institute Day (Countywide) (No School)
MARCH 2027	
March 3	Early Release Day for Students (In-Service Day for Staff)
March 26	Non-Attendance Day (No School)
March 29 - 31	Spring Break (No School)
APRIL 2027	
April 1 - 2	Spring Break (continued) (No School)
April 5	Classes Resume
April 21	Early Release Day for Students (In-Service Day for Staff)
April 23	Flex Day (No School Unless Needed)
MAY 2027	
May 14	Flex Day (No School Unless Needed)
May 19	Early Release Day for Students (In-Service Day for Staff)
May 31	Memorial Day (No School)
JUNE 2027	
June 9	Last Day of Student Attendance (Pre-K through 7th Grade) - includes 5 emergency days*

Please Note: If no emergency days are used during the school year, the calendar may be adjusted to reflect those days not used.

Approved by the Board of Education on: 1-29-26

BOARD OF EDUCATION

District 93 is governed by a Board of Education consisting of seven members. A primary function of the Board is to provide educational programs for each student, giving them the opportunity to develop to their fullest capacity in the areas of mental, physical, and emotional needs. The Board's powers and duties also include the broad authority to adopt and enforce all necessary policies for the management and government of the district. Board Policies may be found on our website. Additional information on board policies may be obtained by contacting the District Office. This substitute staff handbook has been developed in alignment with school board policies and procedures. All substitute staff members are encouraged to examine and review all board policies. Listed below are the members of the Board of Education.

Jessica Zolmierski, President

Allison Williams, Vice President

Dr. Kristen Davia

Luv Desai

Marideth Groves

Michael Lovatt

Josh Payton

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PURPOSE OF HANDBOOK

The Human Resources Department has designed this handbook as a quick reference guide for substitutes to provide information on policies, procedures, and practices. Enclosed is information about our programs, district, schools, and facts that are necessary for you to function at your important jobs. All substitutes are responsible for examining this handbook and becoming familiar with its content. This handbook as well as additional information can be found on our website at <http://www.ccsd93.com>. More detailed information may be found in the substitute folders provided at each school building. We appreciate your time and consideration, and we wish you a wonderful experience in our schools. Please contact the Human Resources Department at 630-539-3230 if you have any questions about a substitute position in District 93.



PLEASE NOTE:

- This handbook and any other manuals and/or personnel-related materials that you may receive during your employment as a substitute are for informational purposes only. This handbook does not create any employment rights, contracts, or terms of employment.
- You are an at-will employee of the School District, and your employment with the School District may be terminated by you or the School District at any time, with or without cause.
- The School District does not guarantee specific benefits or terms/conditions of employment as a substitute. The School District reserves the right to add, change, or delete benefits, policies and/or information in this handbook as it deems appropriate, without notice.
- This handbook supersedes all previous versions of the Substitute Staff Handbook.
- In the event that a Board of Education policy and/or applicable law conflicts with a provision in this handbook, the policy and/or law shall control.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 93

District Administrative Office
230 Covington Drive, Bloomingdale, Illinois 60108
Superintendent of Schools
Dr. David Hill
Telephone: 630-893-9393 – Fax: 630-539-3450

PRESCHOOL HOURS: 8:15 AM – 3:00 PM (MON-FRI)

Early Childhood Center

280 Old Gary Avenue
Bloomingdale, IL 60108
Principal, *Heather Santiemmo*
Asst. Principal, *Meredith Barrett*
Secretary: Marissa Nunez
Zarna Patel
630-307-3750 Telephone
630-307-3845 Fax

ELEMENTARY SCHOOL HOURS: 8:45 AM – 3:30 PM (MON-FRI)

Carol Stream School

422 Sioux Lane
Carol Stream, Illinois 60188
Principal: *Corinne McCabe*
Asst. Principal: *Matthew Carlson*
Secretaries: Sonia Chairez
Linda Court
630-588-5400 Telephone
630-462-9104 Fax

Roy DeShane School

475 Chippewa Trail
Carol Stream, Illinois 60188
Principal: *Amy Gray*
Asst. Principal: *Stephanie Ripoli*
Secretaries: Lori Kaiser
Minerva McCarthy
630-588-6300 Telephone
630-462-9192 Fax

Western Trails School

860 Idaho Street
Carol Stream, Illinois 60188
Principal: *Brett Kueker*
Asst. Principal: *Katie Harper*
Secretaries: Maribel Favela
Katherine Sosa
630-588-6400 Telephone
630-462-9354 Fax

Elsie Johnson School

1380 Nautilus Lane
Hanover Park, Illinois 60133
Principal: *Natalie Poli*
Asst. Principal: *Mariela Bagai*
Secretaries: Dorinda Jeremiah
Anna Quinones Sotelo
630-671-8800 Telephone
630-830-0442 Fax

Heritage Lakes School

925 Woodhill Drive
Carol Stream, Illinois 60188
Principal: *Bob Yelaska*
Asst. Principal: *Brittany Frederick*
Secretaries: Alyson Jordan
Sharon Ramey
630-588-6200 Telephone
630-830-3281 Fax

Cloverdale School

1182 Merbach Drive
Carol Stream, Illinois 60188
Principal: *Chris Pietroski*
Asst. Principal: *Kassandra Aponte*
Secretaries: Kathy Schatz
Susan Sullivan
630-588-5300 Telephone
630-784-1427 Fax

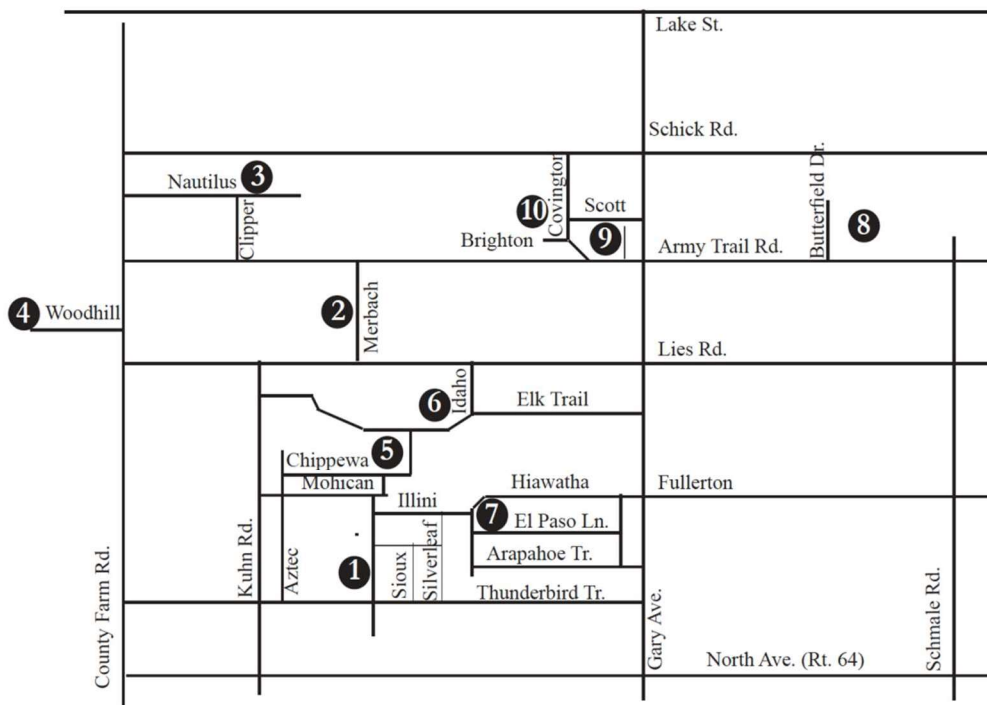
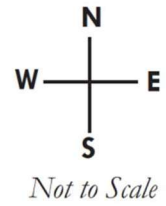
MIDDLE SCHOOL HOURS: 8:00 AM – 3:00 PM (MON-FRI)

Jay Stream Middle School

283 El Paso Lane
Carol Stream, Illinois 60188
Principal: *Megan Duffy-Legan*
12 mo. Asst. Principal: *Kelli Klein*
10 mo. Asst. Principal: *Stacey Knighton*
Secretaries: Sydney McMurtie
Maria Mitchell
630-588-5200 Telephone
630-462-9224 Fax

Stratford Middle School

251 Butterfield Drive
Bloomingdale, Illinois 60108
Principal: *Phyllis Taborn*
12 mo. Asst. Principal: *Michael Riggio*
10 mo. Asst. Principal: *Stacie Klein*
Secretaries: Gabriela Calvillo
Olivia SantaCruz
630-671-4300 Telephone
630-980-9914 Fax



MAP KEY

- 1 Carol Stream School
- 2 Cloverdale School
- 3 Elsie Johnson School
- 4 Heritage Lakes School
- 5 Roy DeShane School
- 6 Western Trails School
- 7 Jay Stream Middle School
- 8 Stratford Middle School
- 9 Early Childhood Center
- 10 District Office



CCSD93

Maximizing the academic, social & emotional potential of each student

SUBSTITUTE LICENSED WORK SCHEDULE

Middle Schools

Monday – Friday	Full Day	7:30 AM – 3:30 PM
	Half Day (AM)	7:30 AM – 11:30 AM
	(PM)	11:31 AM – 3:30 PM

Elementary Schools

Monday – Friday	Full Day	8:15 AM – 4:00 PM
	Half Day (AM)	8:15 AM – 12:07 PM
	(PM)	12:08 PM – 4:00 PM

Early Childhood Center

Monday - Friday	Full Day	7:45 AM – 3:30 PM
	Half Day (AM)	7:45 AM – 11:37 AM
	(PM)	11:38 AM – 3:30 PM

SUBSTITUTE PARAPROFESSIONAL WORK SCHEDULE

Middle Schools

Monday – Friday	Full Day	7:30 AM – 3:30 PM
	Half Day (AM)	7:30 AM – 11:30 AM
	(PM)	11:31 AM – 3:30 PM

Elementary Schools

Monday – Friday	Full Day	8:15 AM – 4:00 PM
	Half Day (AM)	8:15 AM – 12:07 PM
	(PM)	12:08 PM – 4:00 PM

Early Childhood Center

Monday - Friday	Full Day	7:45 AM – 3:30 PM
	Half Day (AM)	7:45 AM – 11:37 AM
	(PM)	11:38 AM – 3:30 PM

SUBSTITUTE SECRETARY WORK SCHEDULE

Middle Schools

Monday – Friday	Full Day	7:00/8:30 AM – 3:00/4:30 PM
	Half Day (AM)	7:00/8:30 AM – 11:00/12:30 AM/PM
	(PM)	11:01/12:31 AM/PM – 3:00/4:30 PM

Elementary Schools

Monday – Friday	Full Day	7:45/8:15 AM – 4:00/4:30 PM
	Half Day (AM)	7:45/8:15 AM – 11:52/12:22 PM
	(PM)	11:53/12:23 PM – 4:00/4:30 PM

Early Childhood Center

Monday – Friday	Full Day	7:30/8:00 AM – 3:30/4:00 PM
	Half Day (AM)	7:30/8:00 AM – 11:30/12:00 AM/PM
	(PM)	11:31/12:01 AM/PM – 3:30/4:00 PM

SUBSTITUTE WORK SCHEDULE SIP DAYS

Licensed

Paraprofessional

Middle School 7:30 AM – 11:45 AM

Middle School 7:30 AM – 11:45 AM

Elementary 8:15 AM – 12:30 PM

Elementary 8:15 AM – 12:30 PM

**Early Childhood 7:45 AM – 11:20 AM
or
11:55 AM – 3:30 PM**

**Early Childhood 7:45 AM – 11:20 AM
or
11:55 AM – 3:30 PM**

School Secretary

**Middle School 7:00 AM – 11:00 AM
8:30 AM – 12:30 PM**

**Elementary 7:45 AM – 12:25 PM
8:15 AM – 12:50 PM**

**Early Childhood 7:30 AM – 11:30 PM
OR
11:31 AM – 3:30 PM**

**8:00 AM – 12:00 PM
OR
12:01 AM – 4:00 PM**

Community Consolidated School District 93
School Schedule for 2026-2027 School Year

School	Class Times	Lunch Hour	Office Hours	Lunchroom Supv Hrs
Early Childhood Center	8:15 – 3:00 (Mon-Fri)	NA	8:00 – 4:00	NA
Carol Stream	8:45 – 3:30 (Mon-Fri)	11:30 AM - 12:50 PM (Mon-Fri)	8:00 – 4:30	11:00 AM – 1:00 PM (Mon-Fri)
Roy DeShane	8:45 – 3:30 (Mon-Fri)	11:40 AM – 1:00 PM (Mon-Fri)	8:00 – 4:30	11:15 AM – 1:15 PM (Mon-Fri)
Western Trails	8:45 – 3:30 (Mon-Fri)	11:25 AM – 12:50 PM (Mon-Fri)	8:00 – 4:30	11:05 AM – 1:05 PM (Mon-Fri)
Elsie Johnson	8:45 – 3:30 (Mon-Fri)	11:20 AM – 12:40 PM (Mon-Fri)	8:00 – 4:30	10:55 AM – 12:55 PM (Mon-Fri)
Heritage Lakes	8:45 – 3:30 (Mon-Fri)	11:20 AM – 1:05 PM (Mon-Fri)	8:00- 4:30	11:10 AM – 1:10 PM (Mon – Fri)
Cloverdale	8:45 – 3:30 (Mon-Fri)	11:15 AM – 1:25 PM (Mon-Fri)	8:00 – 4:30	11:00 AM – 1:30 PM (Mon – Fri)
Jay Stream	8:00 – 3:00 (Mon-Fri)	10:45 AM – 12:51 PM (Mon-Fri)	7:30 – 5:00	10:30 AM – 1:00 PM (Mon-Fri)
Stratford	8:00 – 3:00 (Mon-Fri)	10:45 AM – 12:51 PM (Mon-Fri)	7:30 – 5:00	10:30 AM – 1:00 PM (Mon-Fri)

General Information

REQUIREMENTS

The requirements for substituting are determined by state law and local policy. Substitutes will be placed on the active substitute list and given access to the Absence Management system only after meeting the following:

Interview

All substitutes will be interviewed through the Interview Stream system. A link to complete the interview will be sent when the application is submitted. Paperwork will be sent to the substitute upon recommendation to place the substitute on the active list. If this recommendation is not made, then no paperwork will be sent.

Licensure

Proper Illinois licensure is a legal requirement for each substitute teacher. This license must be registered for the current year in the Office of the Superintendent of the DuPage Regional Office of Education.

Substitute staff holding a Professional Educator's License (PEL) (formerly 03, 04, 09, 10) are able to substitute in a licensed position for 120 (6/30/29) days for the same teacher. There is no limit to the number of days subbed in one district.

Substitute staff who are retired teachers and hold a Professional Educator's License (PEL), (03, 04, 09, 10) are able to substitute in a licensed position for 120 days or 600 hours in a single school year, but no more than 100 paid days in the same position (7/1/18 – 6/30/29). (Pension Code) Valid Professional License required with the new educator licensure. Any retired sub must receive their first pension check before they can begin subbing.

The Short-Term Substitute (STS) license is valid for 5 years. Persons with the STS can teach no more than 15 consecutive days per licensed teacher under contract. (Application available through June 30, 2028.)

Substitute staff holding a Substitute Teaching License are able to substitute an unlimited number of days in one district. There is a limit of 90 days for one teacher, however.

Any educator who failed to complete the professional development to renew their teaching license or who fails to renew their Professional Educator License may not get a Substitute License. A lapsed license is invalid.

- To reinstate a lapsed license, you must complete 9 hours in content area or endorsement or pay \$50 penalty fee. (Per current guidelines)

Substitute Licenses may be renewed at the end of its cycle if the substitute takes and passes a test of basic skills (first renewal only).

Medical & Employment Eligibility Verification

- **TRS Membership Information & Beneficiary Designation**
- **Social Security Statement Form**
- **Federal W-4 Form**
- **State W-4 Form**
- **Mandated Reporter Status Form**
- **I-9 Verification Form**

- **Valid Illinois Professional Educator's License or Substitute License (registered in DuPage County)**

- **Physical Examination and TB Test**

To be a substitute in District 93 everyone is subject to a physical fitness examination to verify ability to perform assigned duties and to verify freedom from communicable disease, including tuberculosis. Substituting in the District is contingent upon satisfactory results of a physical examination and a tuberculin skin test and, if appropriate, an x-ray. All costs for substitute physical examinations are to be paid by the substitute and shall have been taken no more than ninety (90) days prior to submission of required paperwork. (Policy 500.04).

- **Your driver's license**
- **Your social security card or passport**
- **Criminal History Records Check**

Substituting in District 93 is contingent upon satisfactory results of a criminal history records check pursuant to Illinois School Code and checks of the Statewide Sex Offender Database and the Statewide Child Murderer and Violent Offender Against Youth Database. Substitutes shall, as a condition of employment, authorize the Regional Office of Education in writing to perform a criminal history records check. Prior to employment, the Human Resources Department must obtain from the prospective substitute his/her legal name, sex, race, date of birth, social security number and other pertinent information necessary for the implementation of the records check.

The Human Resources Department requires the criminal history records check to be conducted as follows:

- All substitutes must complete a scheduled appointment for fingerprints through the Regional Office of Education.
 - Fingerprints are submitted to the State and FBI for review.
 - Results of the investigation are provided and kept in the substitute's personnel file.
 - Copies of the results will be provided to the employee.
- **Employment History Review**
As a district we are required to conduct an Employment History Review for all substitutes who are hired on or after July 1, 2023 as part of what is known as Faith's Law. The Employment History Review must include all places of employment where the substitute had direct contact with children.

Complete the Substitute In-Service

Substitutes new to our district are required to attend a 4-hour in-service. The dates for these in-services are posted on the website. Upon completion of the training the substitute will be given the information needed to create a profile on the Absence Management sub calling system. This profile will remain active for the remainder of the current school year.

Substitutes who have worked in our district the previous year and are returning are required to attend a 2-hour in-service. If unable to attend the 2-hour training, then the returning substitute must attend the 4-hour training. Completion of the training ensures that the substitute's Absence Management profile will remain active for the rest of the school year. Should the returning substitute not attend the in-service, his/her Absence Management profile will be made inactive and remain so until this requirement is met.

ASSIGNMENTS OF SUBSTITUTES

District 93 uses the Frontline Absence Management automated substitute calling system. This is a web-based system that utilizes both Internet/Phone/App to notify substitutes of potential job opportunities. Once substitutes have created a substitute profile in Absence Management. Absence Management will automatically begin notifying substitutes of available assignments both the morning of and in the future. Definitions of positions are located in the back of this handbook.

Creating an Assignment

When an employee is in need of a substitute, he/she will enter the absence into the Absence Management system. This system will then notify substitutes via the Internet/Phone/App of the assignment. A substitute should never accept an assignment from a District 93 employee.

The system will first call the staff member's Favorite Five substitutes if applicable.

If no one in that group accepts the assignment, then the system will call those substitutes on the School's Preferred list who match the licensure, preference, and/or skill needed.

Substitutes are given no guarantee of a minimum number of assignments, and no substitute should accept an assignment from a staff member. District 93 expects substitutes will make themselves available for a reasonable percentage of assignments. Substitutes are invited to return to the district for the upcoming year via a letter mailed at the end of June. Accepting only zero to five assignments during the year constitutes a voluntary resignation and no letter will be sent.

Accessing Assignment Opportunities

Substitutes will be able to view jobs in Absence Management based on their qualifications and decide according to their preference. Preference would include level: preschool, elementary, and/or middle school, as well as position: teacher, paraprofessional, Special Education, lunchroom and/or secretary. It is the responsibility of each substitute to monitor the absence management system to secure assignments. Substitutes are given no guarantee of a minimum number of assignments.

Absence Management will call available subs for day-to-day assignments beginning at 5:30 AM unless a later time is indicated in an individual substitute's profile. Day-to-day assignments will also be available via the Internet and App. Assignments made in advance of an absence will be posted immediately and calls about these assignments will be made from 5:30 AM until 10:30 PM. Substitutes can view available assignments 24 hours a day. Assignments are available on a first come basis so it is important that substitutes be proactive in seeking jobs.

Training for this system will be done at the Substitute In-service and is also available online at Frontlineed.com after entering the login and password creation. This information is sent through an email invitation from Frontlineed.com. Additional assistance is available through our Human Resources Department at 630-539-3230 during business hours, 8:00 AM to 4:30 PM Monday through Friday.

Cancelling of an Assignment

If an assignment is cancelled by a staff member, the substitute will be notified by an email through the Absence Management system and will be called by the building as a courtesy. If a substitute cancels an assignment, it is expected the same courtesy is extended and a call is made to the building.

Please know that if you cancel an assignment, the position does not immediately reappear in Absence Management for others to see. There is a delay of up to an hour before the system can refresh. If you cancel an assignment that same day, chances are it will not be filled.

Flexibility and Willingness for Job Reassignment

Please be aware that the job you are coming in to do may be reassigned if there is an unfilled position of higher need.

PAYMENT/SALARY INFORMATION

Substitute teachers who sub for all positions with the exception of lunchroom supervisor are paid as follows:

- Substitute teachers/nurses will be paid \$170.00 per day for the first thirty-five days in one school year.
- Substitute teachers who work thirty-six or more will be paid \$180.00 per day.*
- Retired District 93 teachers/Retired District 93 nurses are paid \$190.00 per day.

*Substitutes who work more than 35 days for two consecutive years will begin the third year at the \$180.00 per day rate. Each year if 35 days or more are worked, that rate continues. If 35 days are not worked in any year, the substitute rate reverts back to the daily rate until the threshold is met again.

Substitute teachers with a SUB or PEL License who place themselves in non-licensed positions will have the daily rate reduced by \$30 for that day.

Substitute teachers who substitute twenty consecutive full-days (not half-days) for the same licensed teacher will increase on the twenty-first day to 1/180th of the current BS-Step 1 salary per day for the remainder of that assignment. No fringe benefits apply.

For one semester substituting assignments, a teacher contract may be issued when warranted by the administration. These long-term assignments must be for the same teacher and in the same instructional program. Substitutes under contract receive fringe benefits.

All licensed substitutes must work more than 4.25 hours in a work day to receive the full day rate.

When subbing in a non-teaching position, TRS deductions will not be taken, as this is a non-reportable position/duty. If you substitute more than 600 hours in a paraprofessional position, IMRF deductions must be taken.

Substitute positions for non-licensed substitutes vary in pay as follows:

School Nurses (RN)	\$170.00 per day	Paraprofessionals	\$18.00 per hour
Lunchroom Supervisors	\$17.00 per hour	Secretaries	\$18.50 per hour
Homebound Tutor	\$33.45 per hour (During School Day)		
Retired District 93 Paraprofessionals are paid \$18.50 per hour.			
Retired District 93 Secretaries are paid \$19.50 per hour.			

Substitute paraprofessionals who work more than thirty-five days for two consecutive years, similar to licensed substitutes, will begin their third year with an increase of \$1.00 per hour. They must also meet the same threshold as the licensed substitutes for that increase to continue.

Not all substitute positions, especially paraprofessional positions, begin with the start of the school day and wrap up at the end of the school day. These positions last a portion of the school day, but this portion is considered the full day for the position. As a substitute if you have any questions about what you would be paid as a substitute for a position that lasts for a portion of the school day, please contact payroll at 630-539-3294.

The school district pays staff twice a month, on the 15th and the 28th. Should these days fall on the weekend, the payday will be the Friday before. Some paydays are also adjusted to fall on the last workday prior to a holiday or non-attendance day. Direct deposit vouchers are viewable on Resident Access. The paydays for the 2026-2027 school year are as follows:

07/15/26	07/28/26	08/14/26	08/28/26	09/15/26	09/28/26	10/15/26
10/28/26	11/13/26	11/24/26	12/15/26	12/28/26	01/15/27	01/28/27
02/15/27	02/26/27	03/15/27	03/26/27	04/15/27	04/28/27	05/14/27
05/28/27	06/15/27	06/28/27	07/15/27	07/28/27	08/13/27	08/27/27

<u>P/R #</u>	<u>PAY DATE</u>	<u>PAY PERIOD</u>	<u># WEEKS PD</u>
04	08/28/26	07/27/26 - 08/14/26	3
05	09/15/26	08/17/26 - 08/28/26	2
06	09/28/26	08/31/26 - 09/11/26	2
07	10/15/26	09/14/26 - 09/25/26	2
08	10/28/26	09/28/26 - 10/09/26	2
09	11/13/26	10/12/25 - 10/30/25	3
10	11/24/26	11/02/25 - 11/13/25	2
11	12/15/26	11/16/25 - 11/27/25	2
12	12/28/26	11/30/26 - 12/11/26	2
13	01/15/27	12/14/26 - 01/01/27	3
14	01/28/27	01/04/27 - 01/15/27	2
15	02/15/27	01/18/27 - 01/29/27	2
16	02/26/27	02/01/27 - 02/12/27	2
17	03/15/27	02/15/27 - 02/26/27	2
18	03/26/27	03/01/27 - 03/12/27	2
19	04/15/27	03/15/27 - 03/26/27	2
20	04/28/27	03/29/27 - 04/09/27	2
21	05/14/27	04/12/27 - 04/30/27	3
22	05/28/27	05/03/27 - 05/14/27	2
23	06/15/27	05/17/27 - 05/28/27	2
24	06/28/27	05/31/27 - 06/11/27	2

We require you to enroll in direct deposit. It is a safe and easy way to have funds deposited directly into an account at the financial institution of your choice. Your check cannot be lost in the mail, stolen or misplaced. Your money will always be in your account on time, and you will not have to make any special trips to the bank. In an effort to reduce paper, direct deposit vouchers will not be printed. An email informing you of your direct deposit will be sent to the personal email account you have provided. Instructions on accessing your individual information on Employee Access (Substitutes & Former Employees) will be provided. If you have a change in either your home address or email address you must update the Absence Management System, Employee Access (Substitutes & Former Employees) and contact Human Resources at 630-539-3230 so your paychecks can be properly delivered.

IDENTIFICATION (Raptor Visitor Management System)

We value our substitutes as an essential employee group within our district. All substitutes have been entered in our updated Raptor Visitor Management System. Substitutes no longer need to scan their driver's license when they arrive for the first time at a building.

Substitutes may check in at a building in two ways:

1. Select "I don't have an ID" on the iPad at the kiosk. Then, tap Staff and enter the seven-digit phone number listed in Employee Access - Substitutes & Former Employees (excluding area code). This is your ID for this system.
2. Scan the QR code on the iPad on your cell phone through the Raptor Safe App. Your Raptor Passport must be created in advance.

To create your Raptor Passport:

- Download the free Raptor Safe App
- Open the app, enter your mobile number and follow the prompts to create the Raptor Passport
 - You'll scan your picture ID-driver's license or passport
 - Take a quick selfie to verify your identity
- Once you've set up your Raptor Passport, you can use it for any future visit to any school building or the district office. You will only need to do this once.

Your ID badge & CCSD93 lanyard must be worn at all times when subbing on our campuses. When departing from the building all visitors will need to stop by the office to be logged out of the Raptor Visitor Management System by either accessing their name on the iPad at the kiosk or informing the school secretary when leaving. The ID and red visitor lanyard badge must be returned prior to leaving.

PROFESSIONAL ATTIRE

Substitutes are expected to wear attire that reflects the image of a professional educator. There may be occasions, such as a field trip, special projects, and "spirit" days when a more casual look is acceptable. "Spirit" days are limited to Fridays. "Spirit" days are the only days jeans are acceptable professional attire. This information may be included in the notes left for the substitute on the Absence Management system.

During any health crisis, the school district may mandate all staff, including substitutes, wear personal protective equipment while at work.

SUBSTITUTE FOLDERS

Each school will provide a substitute folder to all substitutes. The folder should contain information important to that school and should be a guide for the substitute throughout the school day. Staff can also leave information for a substitute on the Absence Management system. It is the responsibility of the substitute to access this information, if possible, before coming to the assignment. If the substitute is unable to access the information from home, then the substitute can use the community kiosks in each building. Building administration also has access to this information.

SUBSTITUTE HANDBOOK

The substitute is expected to study the Substitute Handbook, and comply with these expectations as an at-will employee of the District. A copy is available for review in all school offices.

THE ROLE OF A SUBSTITUTE TEACHER

As a substitute for CCSD93 you are an essential part of our team and we appreciate your willingness to make each day a productive learning day for our students. We also acknowledge the challenges of this role.

Substitute teaching involves many different situations and sometimes more than one school. The substitute teacher will perform multiple assigned duties including implementation of routine classroom lessons, assisting struggling students, student supervision and clerical tasks. Detailed substitute job descriptions are found on pages 20 - 29 of this handbook.

TIPS FOR SUCCESS

- Share your name with the class
- Greet the students
- Follow the posted routine
- Check attendance carefully and ask for corrections in pronunciation
- Be patient
- Expect good behavior
- Be fair and consistent
- Recognize the importance of every student
- Have materials ready
- Never leave students unsupervised
- Avoid making threats or using sarcasm
- Keep your sense of humor
- Refer to the classroom matrix

STUDENT ALLERGIES

Please note many classrooms are nut-free, so be conscious of this as you bring your own food/snacks. Never bring food or drinks for student rewards.

Student Safety

CRISIS AND SAFETY PROCEDURES

The CCSD93 community and families expect schools to keep our students safe from threats and hazards. In collaboration with local government and community partners, the CCSD93 Crisis Committee and Threat Assessment Team take steps to plan for these potential emergencies through the creation of this district-wide Crisis Management Guide. These five specific crisis actions are consistent in all schools and are performed in the event that an incident were to occur.

HOLD IN PLACE AND TEACH

No one exits room until the direction “Resume Regular Schedule” is given

- Lock classroom door
- Continue teaching
- Stay in classroom.
- Teacher takes attendance and contacts the office if they do not know the location of a student(s)

SECURE THE BUILDING AND TEACH

No one exits the building until the direction “RESUME REGULAR SCHEDULE” is given

- Lock classroom door
- Continue teaching
- Can move around the building
- Any students outside (PE/Recess) return inside.
- Teachers take attendance. Contact office if they do not know the location of student(s).

RUN HIDE FIGHT

Staff and older students have the choice to escape or barricade until the situation is resolved.

- **RUN/EVACUATE** - Run if you think you can get away
 - Move out and away from building
 - If **outside**, gather students and move away from building to safety
- **HIDE/LOCKDOWN & BARRICADE** - If you cannot safely run
- Lockdown and hide in classroom, office or bathroom
- Barricade the door
- Prepare to fight
- Lights off
- Move out of view from hallway windows
- Make plan “B” - escape or fight
- If **fire alarm sounds**, evaluate the situation and plan an escape route
- **FIGHT**- If fight is required, block door, everyone fights as a team, defend yourself with whatever means possible.
- **EVERYONE NOTIFY POLICE** - when safe, everyone calls police

EVACUATION

All students and staff exit from the building using designated routes

- Conduct a headcount of students/staff/volunteers.
- Take crisis bag. Turn off lights and close the door - do not lock.
- Lead students out. Have them remain quiet/orderly.
- Take roll at safe distance outside.
- Hold either Red or Green Card:
 - **Red Card:** Injuries, Missing/Extra Student(s)/Help
 - **Green Card:** All Accounted For/OK
- Various exits may be blocked. Stop and assess the situation and lead children to safety.
- Supervise students and remain in line until the all clear signal is given to return to the building.
- If conditions are not safe for students to remain outside, go to the full evacuation site.

SEVERE WEATHER (TORNADO)

Weather requires relocating within the school to designated areas

- See the classroom map for routing directions and designated shelter area and escort students to that area.
- Take severe weather/tornado position and remain silent. Hallway doors remain closed.
- Take attendance and notify of any missing/extra students.
- Remain in the designated shelter area until all clear has been issued by your administrator.

The exit instructions for a classroom are posted on the wall near the door. The instructions include information about evacuation (for a situation such as a fire) and where to shelter for severe weather. Please be aware of the primary and secondary exits for each of your substitute teaching locations.

Doors and windows are to remain closed and locked at all times.

SCHOOL RESOURCE OFFICE (SRO) INVOLVEMENT

The School Resource Officer (SRO) is a trained law enforcement professional who works in partnership with school staff to maintain a safe and supportive learning environment. SROs may be involved in student discipline matters when there is a potential violation of the law, a safety threat, or when school administration requests their assistance. Per Illinois law, effective January 1, 2025, body-worn cameras will be activated when the SRO is engaged in law enforcement activities, such as investigating a criminal offense or addressing a situation that could result in arrest. The SRO does not typically intervene in routine behavioral issues that are managed through the school's disciplinary process.

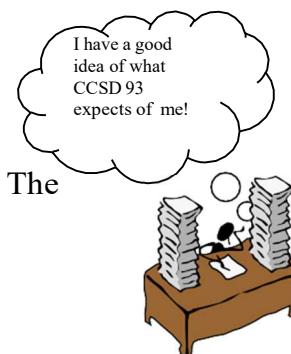
MEDICAL EMERGENCIES, INJURY OR ILLNESS

In the event of a medical emergency, injury or illness, the health office and principal should be informed immediately. Call or notify the health office and provide information about the nature of the injury or illness, the exact location of the sick or injured person and the physical description and condition of the sick or injured person.

CONFIDENTIALITY

It is expected that substitutes will not disclose confidential information about a student with community members and/or other staff who do not directly work with the student. Making comments or sharing information about a student's academic grades, medical conditions, and/or learning or discipline issues, may violate confidentiality as well as a student's legal rights. In addition, it is expected that substitutes will refrain from discussing or disclosing confidential personnel information regarding staff.

Policies



DRUG- AND ALCOHOL-FREE WORKPLACE

It is the policy of District 93 that its workplace be free from drugs and alcohol. The purposes of this policy include the following:

- to establish and maintain a safe, healthy, and productive educational environment for all employees;
- to ensure the reputation of District 93 and its employees within the community;
- to reduce the occurrence of accidental injuries to persons or property;
- to reduce absenteeism and tardiness, and improve the quality of the educational program in District 93;
- to recommend rehabilitation assistance to any employee who needs such help; and
- to comply with the requirements of applicable state and federal laws, rules, and regulations.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance by any employee while on property of the District, while performing work for or on behalf of the District, or while engaged in any District activities, is prohibited.

The distribution, consumption or possession of alcohol by any employee on District property or any facilities operated by the District, while performing work for or on behalf of the District, or while engaged in any District activities, is prohibited. This prohibition extends to vehicles when they are located on District property.

Being under the influence of alcohol or any controlled substance while on District property or any facility operated by the District, while performing work for or on behalf of the District, or while engaged in any District activities, is prohibited. This prohibition extends to vehicles when they are located on District property.

A copy of the District's Drug- and Alcohol-Free Workplace policy is posted in all buildings where employment notices are commonly posted. It is mandatory that all District substitutes comply with the standards of conduct referenced in Policy 5:50. Please review the policy for additional information on definitions, regulations, and disciplinary and other employer action.

SMOKE-FREE WORKPLACE

The use of tobacco by any school personnel, student, or other person is prohibited on District 93 property. This prohibition shall apply to District property before, during, and after the regular school day and on days when school is not in session. The term "tobacco" is defined to mean cigarettes, cigars, or tobacco in any form, including smokeless tobacco, which is any loose, cut, shredded ground, powdered, compressed, or leaf tobacco that is intended to be placed in the mouth without being smoked. Please review Policy 5:50 for additional information.

HARASSMENT

District 93 is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. District 93 will not tolerate any actions, words, jokes, or comments based on a person's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment at work, report it immediately to the building principal. If the principal is unavailable or you believe it would be inappropriate to discuss it with your principal, you should immediately contact the Assistant Superintendent for Human Resources or any other member of district leadership.

There will not be punishment or reprisal if you report sexual harassment or ask questions or raise concerns about it.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and the confidentiality of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any staff member who becomes aware of possible sexual or other unlawful harassment must immediately advise the Assistant Superintendent for Human Resources or district leader so it can be investigated in a timely and confidential manner. Any employee who engages in sexual or other unlawful harassment will be subject to disciplinary action, up to and including discharge.

MANDATED REPORTER/ABUSED AND NEGLECTED CHILD REPORTING

Any substitute having a reasonable cause to believe that a child known to the substitute in his/her professional or official capacity may be an abused or neglected child shall immediately report or cause a report to be made in confidence to the Illinois Department of Children and Family Services (DCFS) and to the Superintendent. All new substitutes must sign an "Acknowledgment of Mandated Reporter Status" form. Substitutes are required by law to report suspected child abuse upon being hired. Substitutes are advised that Illinois law provides immunity from any liability, civil, criminal or otherwise, that might result by reason of making a good faith report of an abused or neglected child or participating in an investigation of such report. The Illinois School Code provides for the possible suspension of one's license for up to one calendar year by the Regional Superintendent or up to five calendar years by the State Superintendent of Education for willful failure to report an instance of suspected child abuse or neglect as required by law.

HEPATITIS B VACCINE

Any substitute who has been specifically identified as having direct exposure to blood or other potentially infectious materials will be offered the Hepatitis B vaccine following a direct exposure incident.

The vaccine will be offered within (10) working days of the initial employment assignment for registered nurses, custodians and preschool personnel. The vaccine will be offered to any other employee within twenty-four (24) hours following a direct exposure incident.

Employees who decline the Hepatitis B vaccine must sign the Acceptance/Declination Statement in compliance with the OSHA standard. A signed copy of the Acceptance/Declination Statement will be distributed as follows: employee, nurse, and personnel file. Substitutes who initially decline the vaccine but who later wish to have it may then have the vaccine provided at no cost to the employee. Please refer to the Administrative Procedure.

BLOODBORNE PATHOGENS

District 93's Exposure Control Plan has been developed in accordance with the OSHA Bloodborne Pathogens Standards requirements of Title 29 CFR 1910-1030. The Administrative Procedure reviews the plan in detail, including universal precautions, cleanup and disposal, work area restrictions, personal protective equipment, Hepatitis B Vaccine, and exposure incident report.

If a substitute staff member has been "touched" by bodily fluids and there is reason to suspect that bodily fluid has directly contacted an open wound or the eyes or the mucous membranes of that substitute, then the following procedures must be followed:

- Immediately wash hands and any other affected area.
- Notify school nurse and/or principal.
- Complete the District Exposure Incident and Accident Reports with the help of the school nurse or Principal.
- Proceed with medical follow-up, if necessary.

A substitute who incurs a direct exposure incident will be offered post exposure evaluation and follow-up in accordance with the OSHA standards. As part of the follow-up to a direct exposure incident, a written opinion shall be obtained from a health care professional and made available to the substitute and to school District 93. Included in this written statement will be verification whether the substitute did or did not receive the Hepatitis B vaccine.

An annual training for District 93's Bloodborne Pathogens Exposure Control Plan is required of all substitutes. This yearly in-service is part of the substitute in-service. All substitute staff must be trained yearly as mandated by School Code.

INTERNET/EMAILING

Substitutes do not have permission to use the Internet unless it is part of the instructional lesson plan. Substitutes are expected to follow CCSD 93 AUP (Acceptable Use Policy) procedures when working with students on the computer. This information can be found in the substitute folder, the Innovation Center, or the school office.

Substitutes are provided with an email address in order to access instructional materials.

ARTIFICIAL INTELLIGENCE (AI) (TOOK THIS INFO FROM BOARD POLICY)

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, *School District Philosophy*, and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Substitutes may request to read the AI Guidance document, available at any building.

EQUAL OPPORTUNITY

Community Consolidated School District 93 provides equal employment opportunities to all persons regardless of their race, color, religion, creed, national origin, alienage, sex, sexual orientation, age, ancestry, marital status, physical or mental handicap unrelated to ability, military status, or unfavorable military discharge. Please review Policy 5:10 for additional information.

IMMIGRATION INVESTIGATION

Under the Immigration Reform and Control Act of 1986, the Board of Education is prohibited from hiring an employee knowing he or she is an unauthorized alien or without verifying that the individual is not an unauthorized alien by examining certain prescribed documents. The District is required to attest that such verification has been made. In addition, the employee is required to attest that he or she is a citizen or national of the United States, an alien lawfully admitted for permanent residence, or an alien authorized for such an employment.

In order to comply with the Act, the Superintendent or his/her designee will obtain an Employment Eligibility Verification (I-9) form from all District employees hired on or after November 7, 1986. All employees hired on or after November 7, 1986, who continue to be employee by the District must complete the form no later than three business days following their first working day. If an individual is unable to provide the required documents to complete the form within the three-day period, the individual must present a receipt for the application of the documents within the three days of hire and present the required documents within twenty-one days of hire.

The district will retain the completed I-9 form for three years after the date of hire; or one year after the date the individual's employment is terminated, whichever is later. The form shall be made available to authorized U.S. government officials (i.e., U.S. Immigration and Customs Enforcement and the Department of Labor) upon request. Please review Policy 5:30 for additional information.

SUBSTITUTE CHANGE OF STATUS

Substitutes are required to report any change of name, address, and/or telephone number to the Human Resources Department. Every year subs must confirm their demographic through the Resident Access Portal. Address changes must also be made through the Retiree/Resident Access Portal. Substitutes will complete a form and confirm retirement dates for Payroll at the In-Service. If the first paycheck in the new school year does not show correct address or name, please contact the Human Resources Department immediately.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 93

JOB DESCRIPTION

Job Title: **Substitute - Licensed**
 Pay Schedule/Range:
 Reviewed Date: **October 30, 2025**

Reports To: **Principal**
 FLSA Status: **Exempt**
 Work Year: **At will, as needed**

SUMMARY: Responsible for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Physical presence during all scheduled work hours is required. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks Descriptions	Frequency	% of Time
1. Review and carry out lesson plans per teacher directions.	D	70%
2. Establish and maintain a climate for learning, achievement, caring, and respect by establishing and enforcing high behavior, quality of work, and interpersonal expectations; implementing positive reinforcement; and enforcing logical consequences. Provide appropriate supervision to maintain student safety and an appropriate classroom/school environment.	D	20%
3. Check in/out with the front office and report any concerns to the staff.	D	2%
4. Record and submit attendance, lunch count, etc. as required.	D	2%
5. Report student discipline issues to the Principal as needed.	D	2%
6. Leave notes for the teacher regarding the day's events, progress, and/or situations to be addressed.	D	2%
7. Perform other duties as assigned.	Ongoing	2%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree
- Teaching experience in subject area or level desirable

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Substitute Teaching License (SUB), Professional Educator License (PEL), or Short Term Substitute License (STS) registered in DuPage County required
- Illinois State Board of Education Teacher Licensure preferred
- Criminal background check required for hire as a substitute; employment contingent on appropriate results
- Valid driver's license state identification, or passport

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Strong oral and written communication skills
- Strong interpersonal skills
- English language skills
- Bilingual oral and written communication skills may be preferred or required
- Time management, problem solving, and collaboration skills
- Willingness to work in a digital classroom environment
- Strong understanding of and empathy for students
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple tasks with frequent interruptions, to use time efficiently, to demonstrate attention to detail, to follow instructions and respond to management direction
- Ability to promote and follow Board of Education policies, Superintendent, building and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals, and office software.
- Operating knowledge of and experience with typical office equipment, such as telephones, multi-function machines, E-mail, etc.
- Operating knowledge of the Google Suite

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE
Reports to:	Principal

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by a substitute to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the substitute is regularly required to talk and hear. The substitute is frequently required to sit; stand; walk; use hands to finger, handle, or feel; and reach with hands and arms. The substitute is occasionally required to stoop, kneel, crouch, or crawl. The substitute must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the substitute is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, instruct, compile, evaluate, compute, copy, and negotiate.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 93
JOB DESCRIPTION

Job Title: **Substitute – Paraprofessional**
Pay Schedule/Range:
Reviewed Date: **October 30, 2025**

Reports To: **Principal**
FLSA Status: **Non-exempt**
Work Year: **At will, as needed**

SUMMARY: Responsible for providing support to students with special needs by implementing instruction, reinforcing learning skills, and reinforcing school-wide behavior expectations. Assist students in one-on-one, small, and/or large groups. Assist with preparation of classroom materials and monitoring students. May perform tutoring, and/or classroom support for students, teacher, and/or families within the classroom. Assignment may be in general educating, in the innovation center, or one or more of the following special education areas: Self-Contained, Resource, Dual Language, and Early Childhood.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Physical presence during all scheduled work hours is required. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks Descriptions	Frequency	% of Time
1. Assist the classroom teacher by providing support for special needs students so that they may fully participate in class activities. Duties include implementing instruction and reinforcing learning skills in one-on-one, small, and/or large groups; adapting curriculum to individual student needs per teacher direction; implementing applicable behavior plans and reinforcing school-wide behavior expectations. Implement and support the teacher's instructional plan. May perform second language translation, tutoring, and/or classroom support for students, teacher, and/or families.	D	75%
2. Supervise and monitor students in classroom and during breaks, lunch, recess, on field trips, etc. Reinforce school-wide behavior expectations.	D	15%
3. Assist student(s) in performing daily personal routines, including toileting, diapering, feeding, personal hygiene, and health related needs etc.	D	5%
4. Perform other duties as assigned.	Ongoing	5%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent
- Minimum of 60 semester college hours required
- Educator License with Stipulations (ELS), Professional Educator License (PEL), Substitute Teaching License (SUB), or Short-term Approval (STA) required
- Experience working with students in a school setting preferred
- Experience working with students with special needs preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire, employment contingent on appropriate results
- Valid driver's license, state identification, or passport

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- Interpersonal skills
- English language skills
- Bilingual oral and written communication skills may be required or preferred
- Mathematical skills including basic calculations and application of basic math concepts
- Personal computer and keyboarding skills
- Serve as a model of a technology competent user
- Promote digital citizenship and responsibility
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions, and respond to management direction

- Ability to work with students with diverse backgrounds and abilities
- Ability to promote and follow Board of Education policies, Superintendent, building and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals, and office software.
- Operating knowledge of and experience with typical office equipment, such as telephones, multi-function machines, E-mail, etc.
- Operating knowledge of the Google Suite

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	
Reports to:	Principal	

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by a substitute to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the substitute is regularly required to use hands to finger, handle, or feel and talk and hear. The substitute is frequently required to stand, walk, sit, and reach with hands and arms. The substitute is occasionally required to climb or balance; stoop, kneel, crouch, or crawl. The substitute must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate. The substitute may regularly be exposed to disease due to exposure to bodily fluids. The substitute is occasionally exposed to outdoor weather conditions.

MENTAL FUNCTIONS: While performing the duties of this job, the substitute is regularly required to communicate copy, instruct, analyze, and use interpersonal skills. The substitute is frequently required to compare, coordinate, compute, and compile. The substitute is occasionally required to synthesize, evaluate, and negotiate.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 93
JOB DESCRIPTION

Job Title: **Substitute – Registered Nurse (RN)**
Pay Schedule/Range:
Reviewed Date: **October 30, 2025**

Reports To: **Certified School Nurse**
FLSA Status: **Non-exempt**
Work Year: **At will, as needed**

SUMMARY: Responsible for providing health care, medications, and first aid to sick or injured students, and staff as needed, at the assigned school. Maintain and compile student health records, files, databases, and health-related reports and documents when in a long-term position. Assist with school office secretarial/clerical tasks as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Physical presence during all scheduled work hours is required. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks Descriptions	Frequency	% of Time
1. Following the developed quality processes provide minor and major first aid care to sick and injured students and staff, including determining the severity of the illness/injury, monitoring ill students, monitoring the exposure of others to diseases, disposing properly of body fluids, and performing technical procedures as necessary (e.g., blood glucose testing, subcutaneous injectable epinephrine, hygiene procedures, etc.).	D	50%
2. Document the care and treatments provided to each student in his/her individual health.	D	15%
3. Dispense medications and log into daily medication records, notify parents/caregiver when medications are running low, and ensure paperwork is properly maintained and on file for each student receiving medication.	D	10%
4. Contact parents/caregivers of ill or injured children and prepare student to go home if necessary.	D	5%
5. Perform clerical and secretarial duties in the school office as necessary, including answering phones, word processing, copying, entering data, and/or greeting and assisting visitors.	D	5%
6. Maintain a clean, orderly, and stocked health office, including inventorying and ordering supplies and preparing monthly health-related - newsletters.	W	5%
7. Update Certified School Nurse, staff, parents, and/or students regarding student health-related issues.	W	5%
8. Assist student(s) in performing daily personal routines, including toileting, diapering, feeding, personal hygiene, etc.	D	4%
9. Perform other duties as assigned.	Ongoing	1%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Successful completion of accredited registered nursing program.
- One year of experience in health care preferred
- Experience working with children with various learning and physical disabilities preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Current Illinois Professional Registered Nurse License
- CPR certification required
- Vision and hearing certification preferred
- Criminal background check required for hire, employment contingent on appropriate results
- Valid driver's license, state identification, or passport

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Bilingual oral and written communication skills preferred
- Mathematical skills including basic calculations and application of math concepts
- Personal computer and keyboarding skills
- Serve as a model of a technology competent user
- Promote digital citizenship and responsibility

- Customer service and public relations skills and professionalism
- Critical thinking and problem solving skills
- Ability to prioritize tasks and duties
- Ability to make sound decisions in crisis situations
- Ability to work with ill and injured students and students with special needs
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions, and respond to management direction
- Ability to work with students with diverse backgrounds and abilities
- Ability to promote and follow Board of Education policies, Superintendent, building and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator
- Ability to assess, plan, act, communicate and re-evaluate in emergency situations.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals, and office software.
- Operating knowledge of and experience with typical office equipment, such as telephones, multi-function machines, E-mail, etc.
- Operating knowledge of the Google Suite
- Operating knowledge of student information system required within two months after hire
- Operating knowledge of and experience with health care devices such as glucometer, subcutaneous injectable epinephrine, etc. preferred

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	
Reports to:	Certified School Nurse	
	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by a substitute to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the substitute is regularly required to use hands to finger, handle, or feel; reach with hands and arms; and talk and hear. The substitute is frequently required to stand, walk, and sit. The substitute is occasionally required to stoop, kneel, crouch or crawl. The substitute must regularly lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT: High exposure to self to disease due to caring for sick and injured students. May also expose others to disease or further injury if a person in this position fails to properly handle or dispose of body fluids or administer proper and timely care to sick or injured students. The substitute is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the substitute is regularly required to analyze, communicate, instruct, evaluate, and use interpersonal skills. The substitute is frequently required to copy, coordinate, compute, and compile. The substitute is occasionally required to compare and negotiate.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 93
JOB DESCRIPTION

Job Title: **Substitute - Clerical**
Pay Schedule/Range:
Reviewed Date: **October 30, 2025**

Reports To: **Principal**
FLSA Status: **Non-exempt**
Work Year: **At will, as needed**

SUMMARY: Responsible for supporting the efficient and professional operation of a school administrative office. Provide administrative assistance to the Principal, administrators, office staff, school staff, and students by answering/screening phone calls, greeting the public, monitoring substitute coverage for staff, performing various personnel management functions, handling confidential information, receiving and responding to inquiries and requests, and preparing correspondence and other written communication. Create a welcoming environment where all individuals are treated with dignity and respect.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Physical presence during all scheduled work hours is required. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks Descriptions	Frequency	% of Time
1. Answer phone, greet public, and utilize Visitor Management System with visitors. Direct calls and visitors to appropriate individuals.	D	25%
2. Respond to inquiries from parents, students, public, administration, and District staff. Direct individuals to others as needed.	D	25%
3. Compose and type staff and parent communications, including flyers, newsletters, bulletins, memos, etc., using office technology effectively. (Long-term positions only)	D	15%
4. Process internal and external mail.	D	5%
5. Maintain an orderly, professional office appearance.	D	5%
6. Enter work orders as needed. (Long-term positions only)	D	5%
7. Provide medical treatment for sick or injured students in the absence of the Registered Nurse.	W	5%
8. Assist with insuring efficient working operation of all office equipment and support equipment, such as multi-function machines, etc.	W	5%
9. Assist with coordinating various projects, including parent activities, volunteers, yearbook, etc. (Long-term positions only)	M	5%
10. Perform other duties as assigned, including responding to and assisting with emergency and crisis situations.	Ongoing	5%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire; employment contingent on appropriate results
- Valid driver's license, state identification, or passport

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Strong oral and written communication and interpersonal skills
- Strong organizational skills
- Phone etiquette skills
- Public relations and customer service skills
- Problem solving and analytical skills
- Serve as a model of a technology competent user
- Promote digital citizenship and responsibility
- Math skills
- Keyboarding skills
- Bookkeeping and accounting skills desirable
- English language skills; bilingual skills desirable
- Ability to prioritize tasks and duties
- Ability and willingness to respond to and assist with emergency and crisis situations

- Ability work at a fast pace and handle multiple tasks and situations simultaneously and with interruptions
- Ability to work independently
- Ability to maintain confidentiality in all aspects of the job
- Ability to promote and follow Board of Education policies, Superintendent, building and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Strong knowledge of and experience with personal computers, peripherals, and office software.
- Operating knowledge of and experience with typical office equipment, such as telephones, multi-function machines, E-mail, etc.
- Operating knowledge of the Google Suite

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE
Reports to:	Principal

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by a substitute to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the substitute is regularly required to sit; use hands to finger, handle, or feel; and talk and hear. The substitute frequently is required to stand, walk, and reach with hands and arms. The substitute is occasionally required to climb or balance and stoop, kneel, crouch, or crawl. The substitute must occasionally lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT: While performing the duties of this job, the substitute is occasionally exposed to bodily fluids. The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the substitute is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, and compile. The substitute is frequently required to copy. The substitute is occasionally required to compute, instruct, evaluate, and negotiate.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 93
JOB DESCRIPTION

Job Title: **Substitute – Lunchroom Supervisor**
Pay Schedule/Range:
Reviewed Date: **October 30, 2025**

Reports To: **Principal**
FLSA Status: **Non-exempt**
Work Year: **At will, as needed**

SUMMARY: Supervise students in the lunch room and at recess by monitoring student behavior, enforcing school rules, encouraging students to eat their meals, regulating student progression in/out of lunchroom, and monitoring the cleanliness of the cafeteria.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Physical presence during all scheduled work hours is required. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks Descriptions	Frequency	% of Time
1. Encourage the positive behavior of students while they are in the lunchroom and at recess, and enforce all school rules and procedures as set out by the Principal and Assistant Principal. Promote school's PBIS expectations. Supervise students to maintain safety. Abide by the hands-off expectation of students.	D	40%
2. Encourage students to eat a suitable amount of their lunches, and assist students with food items as needed.	D	20%
3. Regulate the orderly procession of students into and out of the lunchroom on a daily basis and for safety drill situations.	D	15%
4. Monitor the cleanliness of the lunchroom and make sure students clean their tables and dispose of trash.	D	15%
5. Respond to and assist with emergency and crisis situations providing for the safety of the students.	Ongoing	3%
6. Cleaning duties which include cleaning and wiping down all tables and sweeping floors as needed between periods.	D	2%
7. Keep up-to-date on school and district information through verbal communication, district email, and posted literature.	Ongoing	2%
8. Assist cafeteria staff as needed.	D	2%
9. Perform other duties as assigned.	Ongoing	1%
	TOTAL =	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent
- No experience required
- Experience working with students in a school setting preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire; employment contingent on appropriate results
- Valid driver's license, state identification, or passport

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- Interpersonal skills
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions, and respond to management direction
- Ability to work with students with diverse backgrounds and abilities
- Ability to promote and follow Board of Education policies, Superintendent, building and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with typical office equipment, such as telephones, multifunction machines, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE
Reports to:	Principal

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by a substitute to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the substitute is regularly required to stand; walk; use hands to finger, handle, or feel; and talk or hear. The substitute is frequently required to reach with hands and arms. The substitute is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The substitute must regularly lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the substitute is regularly required to communicate and use interpersonal skills. The substitute is occasionally required to copy, instruct, analyze, compute, synthesize, evaluate, negotiate, compare, coordinate, and compile.

ABSENCE MANAGEMENT CATEGORY DEFINITIONS

GUIDE TO POSITIONS

LICENSED POSITIONS

- **Bilingual Resource** – May be pulled out and/or pushed into instruction conducted in English.
- **CAT** – Comprehensive Art Team. Team is comprised of PE, Art, and Music Teachers who may also teach Dance, Drama, and/or Health – Elementary only.
- **Coding Teacher** – Related arts class at the middle schools teaching students to write computer code for programs – Middle School only.
- **Creative Communication & Innovative Arts (CCIA)** – Combining English/Language Arts and technology to teach 21st Century Skills – Middle School only.
- **Dual Language Teacher** – Providing elementary (Kindergarten-Fifth Grade) instruction in both English and Spanish languages. (Cloverdale and Elsie Johnson).
- **English Language Arts (ELA)** – Responsible for teaching three sections of English Language Arts – Middle school only.
- **Elementary Teacher** –Self-Contained classroom Kindergarten through Grade 5.
- **ESL Teacher/Resource** – May be pulled out and/or pushed into instruction conducted in English.
- **Foreign Language** – May be Italian or Spanish instruction – Middle school only.
- **Magnet/Advanced** – 4th – 8th grade classes with intellectually talented students.
- **Social Studies** – Responsible for teaching Social Studies - Middle school only.
- **IEP Floater** – Teach for a licensed teacher so he/she can attend an IEP meeting. Various placements throughout the day.
- **Information & Media Literacy** – Large and small group instruction/decision making and using tools of technology to address collaboration, problem solving/high use of technology – Middle School only.
- **Innovation Media Specialist** - is responsible for technology and instruction within the Innovation Center.
- **Math** – Responsible for teaching Math – Middle school only.
- **Music/Music in Society** –General Music Teacher.

- **Music/Band** – 5th Grade through 8th Grade.
- **Orchestra Specialist** – 4th through 8th Grades violin, viola, cello and bass instruction.
- **Physical Development** – Instructs students in physical education. Health instruction is integrated.
- **Reading Specialist** – Can be pull out instruction involving small groups or one-on-one instruction targeting specific instructional needs. (Long term only)
- **Science** – Responsible for teaching Science - Middle school only.
- **Social Worker** – Work with children in need of assistance on both an individual and group basis. Deal with crises through intervention techniques and skills. (Long term only)
- **Special Education:**
 - **Early Childhood Special Education** –The Early Childhood Special Education Program is designed for students with identified developmental delays in the areas of speech-language, motor, social-emotional, adaptive and/or cognitive functioning. This special education service provides early intervention in each of the developmental areas for identified children ages from their third birthday through their preschool years.
 - **Resource/Co-Teaching** – Two licensed teachers (one special education and the other a general education) working together within the same classroom as equal partners. At the elementary level the two teachers work together with the same students all day. At the middle school level the Resource Teacher can work with multiple teachers from different teams.
 - **Resource/Special Education Instruction** –Resource services are designed for students requiring special education instruction in a core content area. This type of service can include consultation by the resource teacher to the regular classroom teacher and/or individual or small group direct instruction in or out of the general education classroom. Resource services are provided at all District 93 schools. (Grades: K -5)
 - **Self-Contained Special Education Class** - A self-contained special education class is designed to meet the individualized educational needs of students whose disability significantly impacts the student's ability to participate and progress in the general education classroom. Students receive services in these classrooms when their education requires an alternative instructional method and/or curriculum in one or more academic areas. Curriculum in these classrooms may also include functional life skills. Classrooms are located at Heritage Lakes School, Cloverdale School, Roy DeShane School, and Western Trails School for grades K-5, Jay Stream Middle School for 6-8 grades and the Early Childhood Center for preschool students (Grades Prek-8).

- **Speech & Language** –Speech and language services are provided for students with an identified impairment in one or more of the following areas: articulation, voice, fluency, and/or language delay/disorder, which adversely affects their educational performance. Services are delivered in and out of the general education classrooms and are located at all District 93 schools. (Grades: Preschool - 8) (Long term only)
- **Title I** – Work with at-risk students in a pull-out model. (Long term only)
- **Visual Literacy** –Art Teacher.

ABSENCE MANAGEMENT CATEGORY DEFINITIONS

GUIDE TO POSITIONS

SUPPORT POSITIONS

Paraprofessionals work with a licensed staff member.

- **Paraprofessional/Special Education** – Works with individual students or small groups either within the special education classroom or on a pull-out basis focusing on identified needs.
- **Paraprofessional/EL** – Work with small groups of students both within the classroom and on a pull-out basis in English.
- **Paraprofessional/IC** – Paraprofessional Innovation Center – works in the school library checking in/out books and equipment and assisting staff and students.
- **Paraprofessional/Help Desk** – At most, schools report to the Innovation Center. Provide on-going support of teachers and students using technology.

OTHER SUPPORT POSITIONS

Work with school/department administrator and other office staff.

- **Registered Nurse** – Illinois Licensed Registered Nurse – works independently maintaining and running the school nurse's office.
- **Homebound Tutor** – Licensed teacher tutoring students at home due to usually illness or surgery. The tutoring might be scheduled either daily or a few days per week depending on what the student can tolerate. The sessions can be one to four hours a day until the student is able to return to school. The number of hours and duration of assignment is dependent on the student and his/her condition and needs. This position is non TRS wages.
- **Lunchroom Supervisor** – Supervise and assist students at lunch.
- **Receptionist/DO** – District Office only. Answers phones, welcomes visitors, etc.
- **Secretary** – School building only.



Community Consolidated School District 93
Substitute Teacher Report to Teacher
2026-2027 School Year

Directions: Before leaving your assignment for the day, please complete this form and submit it to the school office.

Name: _____ Date: _____

Name of Absent Teacher: _____

Grade level and/or Subject: _____

Comments On:

1) Lesson Plans:

2) Substitute Teacher Folder:

3) Classroom Management:

4) Additional Comments:

Signature of Substitute

Date



Community Consolidated School District 93
Substitute Teacher Report to Principal
2026-2027 School Year

Directions: Before leaving your assignment for the day, please complete this form and submit it to the school office.

Name: _____ School: _____

Substituted on: _____ Full day: _____ Half Day: _____
Day Month Year

Name of Absent Teacher: _____ Grade: _____

- | | | | |
|---|-----|----|-----|
| 1) Did you receive a substitute folder when you signed in for this assignment? | YES | NO | N/A |
| 2) Did someone from the school orientate you to the day's assignment? | YES | NO | N/A |
| 3) Were written lesson plans available for your assignment? | YES | NO | N/A |
| 4) Did you receive copies of necessary forms, materials, and supplies essential for this assignment? If no, please explain. | YES | NO | N/A |

- | | | | |
|--|-----|----|-----|
| 5) Was there information that you did not receive, which would have been helpful to you? If yes, please explain. | YES | NO | N/A |
|--|-----|----|-----|

- | | | | |
|---|-----|----|-----|
| 6) Were there any concerns that you encountered during this assignment? If yes, please explain. | YES | NO | N/A |
|---|-----|----|-----|

- 7) What did you enjoy about working in this assignment?

- 8) Additional Comments:

Signature of Substitute

Date



Community Consolidated School District 93
Carol Stream, Illinois

SUBSTITUTE PERFORMANCE REPORT

Directions: This section is to be completed by the classroom teacher or licensed staff member who was assigned a substitute during an absence. It should be forwarded to the Building Administrator for review.

Substitute's Name: Subbing for: (Employee Name)
School: Grade Level: Work Date(s):
Evaluator's Name: Evaluator's Position: Date:
Data Source(s): ☐ classroom observation(s) ☐ report from classroom teacher
☐ interview with substitute ☐ report(s) from faculty member(s)
☐ report(s) from staff member(s) ☐ student report(s)
☐ parent report(s) ☐ physical evidence
Other:

Please rate the substitute teacher's performance on any of the eight criteria for which you feel you have appropriate information. Refrain from scoring any performance criterion for which you do not have data. Please use the following rating scale:

0 = No basis for judgment 1 = Unsatisfactory 2 = Satisfactory 3 = Excellent

	Rating
1) Establishing and maintaining student discipline in an environment conducive to teaching and learning.	<input type="text"/>
2) Clearly articulating the goals and procedures of the lesson to be taught.	<input type="text"/>
3) Making efficient and meaningful use of instructional time.	<input type="text"/>
4) Interpreting, implementing, and enhancing instructional plans prescribed by the regular classroom teacher.	<input type="text"/>
5) Following rules, procedures, and routines of the school to which assigned.	<input type="text"/>
6) Attending efficiently to the non-instructional tasks assigned to the regular teacher.	<input type="text"/>
7) Ensuring that the physical environment of the classroom is left in a clean and orderly condition.	<input type="text"/>
8) Providing end of day reports and/or feedback for the regular classroom teacher.	<input type="text"/>

Comments:

This Section is for Administrative Use Only

Substitute is:

Recommended

☐☐☐

***Not Recommended**

☐☐☐

For Building Preference List

For Employee Preference List

Employee Name

Program opportunities:

☐

Special Ed

☐

Preschool

☐

ESL

* Building Administrator contacted this substitute and performance report was discussed.

Date of Contact

Building Administrator Signature

Make copies for: Human Resources Substitute Teacher Principal