Chicago Public Schools
Substitute Handbook
Talent Office
Substitute Services
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At Chicago Public Schools, our mission is to provide a high-quality public education for every child in every neighborhood, that prepares them for success in college, career and community. This important work is grounded in our vision, which aligns our efforts and provides a clear sense of our priorities over the next three years for all stakeholders.

Our work begins with three commitments:

- Academic Progress
- Financial Stability
- Integrity

The principals, teachers and students of Chicago Public Schools (CPS) are working smarter and harder than ever before. Academic achievement is rising: Chicago recently posted the second highest growth rate of any urban district on the National Assessment of Educational Progress. Graduation rates are at an all time high and increasing faster than the national average. College enrollment of CPS graduates continues to climb, and thousands more of our graduates earn college degrees each year than they did a decade ago.

All of our children want to succeed and it’s our job to see that they can. We will support our teachers and leaders in the challenging work of closing achievement gaps so that all of our children can thrive. We have in our hands the future thinkers, leaders and innovators of Chicago.
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Welcome

Congratulations on becoming a Substitute employee for Chicago Public Schools! We thank you for your commitment to serving the children of the City of Chicago.

Each school day, substitute teachers in Chicago public schools face a tremendous challenge — teaching a new group of students. Unlike assigned teachers, who see the same students each day, substitute teachers meet different students of every cultural background, educational level and conceivable temperament and are expected to maintain a safe, structured and orderly learning environment.

Undoubtedly the most important task of substitute teachers is to maintain structure and order in the classrooms in which they substitute. In doing so, they provide the students with a valuable service — the smooth continuation of effective instruction in the absence of the regular classroom teacher.

You are an important part of our efforts to provide classroom continuity for our students when an employee is absent. We hope that you will find your service rewarding and appreciated. Thank you for your dedication and commitment to our students.

This handbook addresses many of the problems and challenges commonly encountered by substitute teachers. It provides employment information, daily CPS procedures and tools for effectively maintaining orderly, learning-centered classrooms when substituting.
What’s Expected of You

Chicago Public Schools and Substitute Services hold high expectations for substitute teachers. You are an integral part in the day-to-day operations of a school. Many people are counting on you to do your job efficiently and effectively.

**Expectations from the Substitute Center Include:**

The Substitute Center requires that all substitutes use the Frontline System to access assignments. Access via Google Chrome [Frontline Website](#) or call 1-800-942-3767. Frontline is available 24 hrs/7 days a week.

It is essential that you arrive promptly to the school which you are assigned, therefore we require that you accept your assignments in advance of the school’s start time. A record is kept by Frontline of the exact time that you accepted an assignment. Contact the school if you are arriving late. Principals may refuse substitutes who arrive late without good cause.

Prior to accepting an assignment less than 1 hour before the school’s start time, you must contact the school administrator to verify if classroom arrangements have already been made and also advise that you may be arriving late if the assignment is still available.

Cancellation of an assignment less than 12 hours prior to the start of the school day will automatically designate a non-work day in Frontline. Non-work day is an indicator that you are not available for work on that particular day.

**DO NOT** cancel an assignment from a confirmed school and report to another school. All schools rely on their assigned substitutes for classroom coverage. Repeated cancellations and no shows from substitutes are kept on record and can potentially jeopardize the substitute’s employment status.

You should always be appropriately attired and observe the basic standards of cleanliness, modesty and good grooming.

You should be able to manage a classroom

Always use professional ethics in relationships with students, parents, community, faculty, administration and other school personnel.

Adhere to existing CPS Policies ([CPS Policies](#))

Ensure that your contact information is current.

Employees are responsible to report any status changes such as name change, address and telephone number. Visit [hr4u.cps.edu](http://hr4u.cps.edu), login and select the self-service link to update your information.

Maintain a valid license with the Illinois State Board of Education. ISBE website [www.isbe.net](http://www.isbe.net)

Substitute teachers pay into the Chicago Teachers’ Pension Fund. For questions or additional information about your pension please visit [www.ctpf.org](http://www.ctpf.org)
School/Student Expectations:

Once at the school, you should remain flexible and willing to handle a variety of assignments. Schools may or may not provide preparation periods for substitute employees.

Assignments accepted in Frontline for a particular teacher are not always guaranteed, schools may assign you to a another classroom that they deem fit based on different circumstances.

Always treat the students and staff in a professional respectful manner.

You should be able to relate to the students.

Ensure that you have a copy of age-appropriate lesson plans in case the absent teacher does not leave directions for the class. Thousands of free educational materials for kindergarten through high school can be found online and at the following website: https://www.studenthandouts.com

Prepare a lunch. Some schools provide the opportunity for teachers to purchase lunch or leave the building for lunch; these are exceptions to the rule, so have a lunch prepared.

Keep your “sub kit”/“bag of tricks” up-to-date and remember to take it with you every day. (FYI - We are creating a suite of classes for substitute teachers to assist in navigating classroom responsibilities in CPS. These classes will be made available on the Knowledge Center for Fall 2017)

School hours should be devoted exclusively to official school duties.

If there are challenges with the assignment, the professionalism of the staff or any other aspect of your assignment, contact Substitute Services at an appropriate time. Do not engage in confrontational behavior with the school or leave your class unattended.

Contact Substitute Services if you require assistance with an issue. DO NOT contact our office during student instruction time.
Substitute Teacher Job Description

Characteristics of the Class: Under the supervision of the school principal and in the absence of the assigned teacher, responsible for the instruction, progress and discipline of all pupils in assigned classes. Performs related duties as required.

Essential Functions:
- Follows existing lesson plans to provide instruction to assigned students
- Responsible for establishing positive learning expectation standards for all pupils
- Applying contemporary principles of learning theory and teaching methodology, drawing from the range of instructional materials available in the school
- Establishes and maintains reasonable rules of conduct within the classroom and on school grounds, including but not limited to, playgrounds, corridors and lunchrooms, consistent with the provisions of the Chicago Public Schools' Uniform Discipline Code
- Maintains accurate attendance records and seating charts
- Encourages student growth in self-discipline and positive self-concept; ensures fairness in teacher-pupil relationships and exhibits an understanding and respect for students
- May coordinate and attend class field trips; may work in extracurricular and after-school activities
- Utilizes appropriate resources available in the school

Minimum Qualifications:
Substitute teacher candidates are not required to live in Chicago but are required to provide proof of either a Professional Educator License or Substitute Teaching License issued by the Illinois State Board of Education (ISBE).

Knowledge, Abilities and Skills:
Substitute teachers in Chicago Public Schools must have a strong desire and commitment to urban education. Knowledge of subject matter consistent with state certification requirements, knowledge of and skill in the application of contemporary principles and practices of teaching, knowledge of classroom and behavior management techniques. Ability to modify instruction to meet student needs, ability to cooperate with the school faculty and administration in the development and implementation of an articulated program of instruction, ability to work effectively with pupils, parents and guardians, staff members and community representatives in providing an appropriate educational program; ability to understand the physical, intellectual, social and emotional patterns of pupils. Good oral and written communication skills, good interpersonal skills, skill in exercising sound and professional judgment.

Physical Requirements:
Light Work: Exerting up to twenty (20) pounds of force occasionally, or up to ten (10) pounds of force frequently, or a negligible amount of force constantly to move objects. Physical demands include the ability to stoop occasionally, reach frequently, handle and finger objects occasionally, talk and hear constantly, frequent use of near visual acuity and occasional use of visual acuity.
# Categories of Substitute Teaching Employees

There are several categories of substitute employees in CPS. All Chicago Public Schools (CPS) substitute teachers must hold a valid license from the Illinois State Board of Education.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Benefits Eligible</th>
<th>Selection Process</th>
<th>Current Rate (FY17)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provisional Day-to-Day Substitute</strong></td>
<td>A provisional certified day-to-day substitute teacher has a degree in a non-teaching program and is employed on the basis of need. There is no guarantee of daily employment. There are no benefits in this category.</td>
<td></td>
<td>By Application</td>
<td>119.54</td>
</tr>
<tr>
<td><strong>Provisional Cadre Substitute</strong></td>
<td>A provisional cadre substitute teacher has a degree in a non-teaching program. Cadres are benefit eligible and must be continuously available to work and must accept any and all assignments.</td>
<td>✓</td>
<td>By Talent</td>
<td>119.54</td>
</tr>
<tr>
<td><strong>Temporary Day-to-Day Substitute</strong></td>
<td>A temporary certified day-to-day substitute teacher has a degree in a teaching program and has completed student teaching and is employed on the basis of need. There is no guarantee of daily employment. There are no benefits in this category.</td>
<td></td>
<td>By Application</td>
<td>161.40</td>
</tr>
<tr>
<td><strong>Pensioned Retired Day-to-Day Substitute</strong></td>
<td>Retired teachers may work for the Chicago Public Schools as substitute teachers. A pensioner substitute teacher is employed on the basis of need. Illinois Statutes provide that pensioners may earn no more than 100 days’ compensation per school year without suspension of pension. For further information you may contact the Public School Teachers’ Pension and Retirement Fund of Chicago at (312) 641-4464.</td>
<td></td>
<td>By Application</td>
<td>161.40</td>
</tr>
<tr>
<td><strong>Cadre Substitute/Displaced TAT</strong></td>
<td>A Cadre substitute teacher is a certified teacher awaiting appointment, an eligible temporary day-to-day substitute or a displaced TAT and is employed for the school year to cover classes of absent teachers in elementary schools, upper grade centers, and middle schools. Cadres are benefit eligible and must be continuously available to work and must accept any and all assignments.</td>
<td>✓</td>
<td>By Principal</td>
<td>181.25</td>
</tr>
<tr>
<td><strong>Displaced Cadre Substitute</strong></td>
<td>A displaced Cadre substitute teacher is benefit eligible and employed the same as a regular Cadre substitute teacher and retains this status for one full year or until rehired.</td>
<td>✓</td>
<td>By CTU Contract</td>
<td>220.72</td>
</tr>
</tbody>
</table>
How Do I Obtain Assignments

Frontline Substitute Assignment System (formerly “Aesop”)
The Chicago Public Schools uses Frontline Technologies to manage teacher absences in the district. This system allows teachers to enter their absence and current substitutes the ability to search for and accept absences entered by teachers. Frontline is only compatible with Google Chrome and cannot be accessed with any other web browser.

There are several types of Frontline users, each one accessing the system for different reasons:

Employees – Create absences in Frontline using either the phone or the internet.

Substitutes – Search for assignments, view schedule, create non-work days, leave feedback, set calling preferences and set preferences of where they want to work. Training materials are also available online.

Principals/Clers – View and manage all absences at their school location.

Access
Once you are hired as a substitute teacher, your name will automatically be entered in the Frontline database within 24-48 hours. Frontline offers you the flexibility to proactively search for jobs and fill your own schedule as you prefer. With Frontline you will be able to access locations to which you have been assigned via the web, a mobile link on your phone or a phone call. Frontline offers unique web-based features including the ability for you to select schools or areas of choice.

Substitutes can call Frontline toll free at 1-800-942-3767 or login online at signin.frontlineeducation.com The Frontline system is available 24 hours a day, 7 days a week.

Below is the link to the Frontline Learning Center to assist in navigating the system.
Frontline Learning Center (you must log into Frontline in order to access the link)

You are required to have an ID number and a PIN number when you log in to Frontline. Your login information is as follows:

ID = Your nine digit employee ID number
PIN = The month and day of your birthday.

(For example, if your birthday is April 10, you will enter 0410 as your PIN)
Before Taking an Assignment

Before taking your first assignment, take some time to navigate through the various resources identified in the appendices.

- The Absence Management Tool - get familiar with how absences are posted, how to select an absence, how to elect the method in which you can be contacted for available assignments. [Frontline Support](#)
- The Knowledge Center - click through the instructional tools and supports available for educators in CPS. You will find lesson plans and other information related to engaging children. You will also find information about available professional development options. [CPS Knowledge Center](#)
- The Chicago Public Schools Locator - you will find school specific information on all CPS schools [CPS School Locator](#)

No substitute employee may accept an assignment at a school in which a relative(s)* of that person is employed as a school Principal or Assistant Principal.

*Relative(s)* means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

Link to Chicago Public Schools Code of Ethics:

[Chicago Public Schools Code of Ethics](#)
The School Day Begins

The more time substitute teachers have to familiarize themselves with the class procedures, plans, and schedules of the different schools in which they work, the smoother and more productive their teaching days will be. Therefore, substitute teachers should try to arrive at their schools as early as possible. Listed below are suggestions designed to help substitute teachers get their workdays off to a good start.

Report to the main office immediately upon arriving at school.

You will be instructed to sign in and then swipe in using your photo ID card.

Please double check on the starting and ending times to insure that there is no confusion. Obtain room keys, grade level/class, and room number from clerk.

Ask school official if teachers eat lunch with students.

If there is anything else you do not understand now is the time to ask. Acquaint yourself with the classroom, schedules, lesson plans, seating charts, and textbooks.

Introduce yourself to the teacher next door and/or across the hall. This is another opportunity to ask questions about anything you do not understand. (He/She may be your greatest asset during the day.)

Locate faculty restroom and student restrooms.

Look for list of monitors, patrol members, students instructed to assist you, students who are involved in pull-out programs and so forth.

Put work assignments and your name on the board. If there is not an opening assignment, choose one that is appropriate. It is important that you get the class started immediately after opening exercises. This will give you the time needed to take care of attendance while the students are working.

In the event that the teacher did not leave lesson plans, you can find thousands of free educational materials for kindergarten through high school on the following website: Student Handouts
Check disaster, fire and emergency drill procedures. (In the event of fire/disaster drills, take attendance book with you.)

Be aware of special classes (P.E., Music, Art, Computers, Library, Choir). Know when and where they are taught.

Stand at the door and greet students. Have students enter the room, hang up coats and sit in assigned seats in an orderly fashion.

Begin with the usual opening exercises (Pledge, National Anthem).

Start students with assignment.

Take attendance in pencil or on separate paper. Have assigned student or ask a student to assist you if needed.

Follow lesson plans and start assigned work.

Learn students’ names. Make a seating chart to assist you. (Knowing students’ names helps keep order.)

Below is an available website providing thousands of free educational materials for kindergarten through high school:

https://www.studenthandouts.com
The School Day Progresses

As the day progresses, a teacher’s energy level might decrease while the student’s energy levels increase. Now is the time to maintain calm. Keep the voice tone low. Students must be quiet in order to listen and follow instructions. All teachers are responsible for maintaining order, handling the usual discipline problems and keeping students under their supervision safe. The following suggestions can help a substitute teacher’s school day move along efficiently and effectively.

Circulate throughout the classroom; it helps to maintain order and build rapport with the students.
Stand where you can see all the students.
Praise students whenever an opportunity presents itself.
Use activities from your “sub kit” if students finish assigned work.
Walk class to the restroom, outdoor recess, special classes and lunch.
Pick students up from special classes or lunch on time!
Admit only visitors who have passes to the class.
Do not allow students to leave the room.
Make sure all students sent on errands have name, time and homeroom numbers on passes.
Be sure students know where to get materials, what to do if they have a question, where to work, where to put finished work and what to do when they have completed the assignment.
Get the attention of every student before giving instructions.
Limit yourself, when possible, to only three directions.
Give directions immediately before the activity.
Use both oral and written directions as needed.

Keep your voice low and enunciate clearly.
Contact neighboring teacher or the office if a situation arises in which you are unsure as to the correct procedure.
Do not threaten misbehaving students with consequences, which you cannot implement.
Never leave the class unattended.
Never use corporal punishment as a means of discipline. This includes touching student in any manner, forcing the student to perform physical tasks, prohibiting the student from using the restroom or going to lunch.
The School Day Ends

The activities below can help facilitate a smooth finish to a school day for the substitute teacher and the students. The manner in which the class leaves the school for the day can be an indication of how the day went for the substitute and the students. The cleanliness of the room and the amount of student work accomplished can indicate to the returning teacher the effectiveness of the substitute. These observations are often brought to the attention of the principal and identify a competent individual, one who should be asked to return.

Assign homework if the teacher’s lesson plans calls for it.

Check procedures and times for dismissal of the students who ride school buses home. Begin to straighten up the classroom about 15 minutes before dismissal. Have students clear their desk areas.

Return any equipment that was used.

Leave a copy of “Behavior Checklist”; include any notes or messages to the teacher.

Line students up in an orderly fashion. Maintain an orderly line.

Walk class to dismissal door.

Collect the students’ work even if they have a blank paper with their name on it. (It is important they realize that their work is to be turned in and graded.)

Make sure that the attendance book and other records are safe and left in the classroom. Thank students for their attention and cooperation.

Gather all personal belongings. Do not leave anything behind.

Walk students to appropriate location.

**DO NOT** let students leave early.

Return to the main office to return keys, swipe out, sign out and to check if you’ll be retained for the next day.

Substitutes should maintain personal records regarding each day they work, noting names, addresses and phone numbers of schools; teacher’s name; grade levels; room numbers; and any other information they feel is pertinent or helpful. This information will assist you in reconciling your time and attendance.
Time and Attendance Guidelines

Chicago Public Schools utilizes the KRONOS time & attendance application to capture all time reporting for substitutes. For accurate payroll processing, your substitute assignment must be recorded in Frontline.

To ensure proper recording of daily time, SWIPE IN and OUT on KRONOS DATA KEEPER in the school office.

At the start of your shift
1. Press the ‘Substitute’ button on the Kronos clock.
2. Swipe your card or enter your employee ID into the Kronos clock.

At the end of your shift
1. Do not press the ‘Substitute’ button on the Kronos clock*.
2. Swipe your card or enter your employee ID into the Kronos clock.

Be sure to press the ‘Substitute’ button only once at the start of the day rather than both at the start and end of the day. This is a recent procedural change that will help ensure that there are no delays in payroll processing.

If you arrive late for a substitute assignment at a school without cause your salary may be docked. Substitute employees can only work on student attendance days. Reporting to schools on days when students are not in attendance will result in no pay for that day unless previously authorized by the principal or Substitute Services. Please use the school year 2017-18 School Calendar to identify “no student attendance days.”. (Examples: Report Card pickup, Teacher Professional Development, Teacher Institute Days).

Substitute employees must carry their Chicago Public Schools’ Photo Identification Card when they report to work. Failure to display this identification card may result in no work for that day. If your identification card is lost, A replacement identification card may be requested by completing the online form at http://cps.edu/idbadge.

Swiping IN and OUT on the KRONOS time clock is required to assure accurate salary. The sign-in sheet at the school does not replace KRONOS swipes. Forgetting to swipe in and out may cause loss of pay and a delay in receiving salary for the day.

Keep track of your daily swipes on your Kronos time card. Web Timecard access instructions are included in the appendices to assist you in tracking your time and attendance.
Where can I find Kronos training resources?
Please visit the Kronos Knowledge Center for training guides and videos that cover everything you need to know how to do in Kronos.

Where can I view my timecard?
You can view your timecard by logging into Kronos Timekeeper system.

What should I look for when I review my timecard?
You should make sure that you have an In and Out swipe for every day of attendance. If you are missing a swipe, contact the School Support Center at (773) 535-5800 option 7.

How often should I review my timecard?
You should review your timecard at least once a week. We suggest you view your timecard every Monday.

Do I have access to Kronos from home?
Yes, you can access Kronos outside of CPS. Using Google Chrome enter https://timekeeper.cps.edu to access Kronos from home.

What should I do if I double swipe?
No action is required by you. The School Support Center (SSC) will correct double swipes.

How is my payroll entered as a substitute teacher?
Frontline and Kronos timekeeper work in conjunction in order to generate your pay accordingly. Your assignments must be reported in Frontline at all times. The School Support Center will review your time card and contact your assignment school for any timecard exceptions or if you were not assigned in Frontline.

What should I do if the school clerk cannot view my timecard?
Your school clerk will need to contact the School Support Center.

What should I do if I missed the payroll deadline for reporting my missed swipe?
If you missed the payroll deadline for reporting a missed swipe you must contact the School Support Center at (773) 535-5800 option 7.

What should I do if I worked overtime during the payroll period?
After-school and weekend overtime must be pre-approved by the school administrator. You must provide your attendance sheet to the school clerk for processing.

Who should I contact in payroll for issues and support?
If you have questions or need support with your time card, contact the School Support Center at (773) 535-5800. For technical issues, please call the IT Service Desk at (773) 553-3925.
The Law and You

As a substitute teacher, it is important that you are aware of the legalities of situations that commonly occur in schools. This is essential for your protection and that of the students.

Search & Seizure
School officials are only authorized to search the belongings of students when “reasonable grounds” for suspicion exist; for example, evidence of a gun or knife, hearing a pager, or smelling marijuana.

Corporal Punishment
Corporal punishment should never be used to discipline students. This ranges from striking a student to prohibiting a student from lunch. DO NOT touch the students. Corporal punishment includes, but is not limited to hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force.

NEVER TOUCH A STUDENT OR THEIR BELONGINGS.

Confidentiality
Remember that students’ records are confidential and may be viewed only by the student and his/her parents or legal guardians. Confidentiality may be required when students reveal personal problems to their teacher.

School-Related Assault
If you are a victim of a physical or verbal assault on school grounds during school hours, you should immediately notify the principal or administrator in charge.

No Smoking Policy
All Chicago Public School buildings are smoke-free environments.

Discrimination
It is the policy of the Board to maintain a work environment that encourages respect for the dignity of each individual. Violation of anti-discrimination policies will be subject to discipline. Never defame or demean students publicly. Be especially professional and cautious in matters that might raise questions about moral and ethical relations with students. The courts consistently hold educators to a higher standard of care and behavior because of the nature of their role in dealing with minors.
**Safety**
Never leave students unattended. Use the classroom intercom or send a student with a message if you need to contact the principal, another teacher, etc. Maintain a neat, orderly, and safe environment for the students. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, etc.)

Safeguard equipment and materials against abuse and theft.

**Medications**
Never give medicine of any kind, including aspirin to students. Refer students who are taking medication to the office or nurse for supervision.

**Disruptions**
Don’t order a disruptive student to leave class unsupervised. Instead:
- a. Use the intercom to ask for assistance from the office
- b. Ask another teacher to supervise your class while you escort the student to the office

**Accidents**
Report accidents or injuries to the office or clinic immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status (excused to go home, waiting for parent pick-up, etc.)

**Inappropriate Language**
It is not appropriate to use language that is demeaning or disrespectful as a means of correcting behavior, or in response to student behavior, or as humor. Further, it is never appropriate to use profanity at school.

Never embarrass or humiliate a student in any way.

**Dismissal**
Do not keep students after class or after school. If someone comes to the classroom to pick up a child, refer him/her to the office. The student should not leave your class unless you have permission from the administration.

Avoid being left alone with a student for extended periods of time.
**Professionalism**
Avoid introducing controversial subjects or materials to classes (information on racism, sexually explicit materials, religion, films that are not rated for a young audience, etc.)

Do not use your cell phone while supervising students.

Do not bring your personal computer to school.

Do not use district property for personal use.

Do not complain to students or discuss your personal problems.

Do not use any form of social networking to interact with students at any time.

**Communications with Parents**
Obtain permission from the principal before sending notes or other communications home to parents.

**Gifts to Students**
Do not give gifts including candy to students.
Acts of Misconduct

Performance issues/incident reports about your conduct at the school sites may result in an investigation and/or hearing to determine your employment status. Substitute employees are subject to the Chicago Public Schools Employee Discipline Code.

Commission of any of the acts of misconduct and/or violation of Board Rules or policies can result in an investigatory conference convened in the Office of Employee Engagement. This conference can lead to disciplinary actions up to and including discharge. Acts of misconduct are identified below:
Blocked from Frontline / Excluded From A School

Substitute teachers who are found to have committed acts of misconduct may be immediately removed from any school based on the administrator’s discretion. If this occurs, access to the substitute assignment system may be temporarily blocked.

Situations in which such actions would be necessary may include but are not limited to:

- a threat to the safety of employees and/or students;
- a gross disruption of the orderly educational process;
- to ensure the protection of the physical facility; and/or
- a report of behavior of a criminal nature

Chicago Public Schools rely on substitute teachers to be consistent and fulfill their commitment. Therefore, when substitutes do not meet the requirements and become unreliable, a school may prevent the substitute from returning to their school by blocking them in Frontline.

In addition to the reasons listed above, reasons in which such actions would occur may include but are not limited to:

- continuous tardiness
- repeated no shows for confirmed assignments
- poor classroom management
- frequent late cancellations