

ALEXANDER COUNTY SCHOOLS



Children First



Substitute Handbook 2024-2025

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Welcome

Dear Substitute Teacher,

The success of any organization is dependent on the attitudes, skills, and efforts of the people who work there. The greatest resource in Alexander County is the people whose strong values, concern for others, and a willingness to work together for the common good are qualities for which we have come to be known. You have already shown your commitment to children by attending and meeting the requirements of Alexander County substitute teacher training program.

As the county's largest employer, and because we serve children, it is of utmost importance that we always employ good people in all positions. This substitute handbook is written as a reference tool to aid in providing valuable information to substitute teachers.

According to researchers, between kindergarten and high school graduation, students will spend the equivalent of one entire school year with a substitute teacher! Alexander County Schools are dependent on quality substitute teachers with high standards for their work and their students. It is vitally important for the success of our students that substitute teachers understand their roles and responsibilities.

This handbook is not all inclusive with regard to every issue or question that may arise for the substitute teacher. Much of what is included in this handbook is pulled from the Employee Handbook, the General Statutes of North Carolina, and the North Carolina Department of Public Instruction.

It is our desire for all substitute teachers to have a positive and rewarding experience in our school system. Thank you for making the decision to help children by becoming a substitute teacher. You are a vital part of our students' education. Together, we are creating a wonderful place for children to learn and grow.

Sincerely,

Dr. Bill Griffin, Superintendent
Dr. Alisha Cloer, Assistant Superintendent

Mission

Alexander County Schools are committed to providing an education that equips students with the skills needed to be productive citizens in the 21st Century.

Alexander County Schools, working collaboratively with parents and the community, will provide the experiences and knowledge for optimum learning opportunities to challenge all learners. We will ensure continual student growth by routinely asking ourselves these questions:

1. What do we want the students to learn?
2. How will we know the students have learned it?
3. What will we do if the students don't learn?
4. What will we do if the students under-learn?

Vision

As a professional learning community, we must adhere to our mission in order to meet the needs of the 21st Century learner. We envision a district in which:

- all participants demonstrate leadership to continually reflect upon our shared vision, mission, and goals;
- instructional standards and expectations are high and address the needs of each member of the learning community;
- highly qualified educators facilitate learning of the NCSCOS through continual support and resources from the Board of Education;
- all needs of the students and system are met effectively and efficiently;
- student learning is continually assessed and redirected by all participants;
- processes and nurturing relationships exist within the school and community that capitalize on the talents of all participants.

Values/Collective Commitments

Because we believe all students can and will learn:

- we will challenge each child to reach his or her highest potential;
- we will provide a safe and nurturing learning environment for each child;
- we will hold all stakeholders accountable for being present daily and ready for learning;
- we will foster collaborative partnerships with all stakeholders to ensure student success;
- we will identify and build upon the talents and diversity of individuals while preparing them for the evolving challenges of the 21st Century;
- we will expect all stakeholders to do their best and be their best;
- we will model and promote the development of strong character and personal responsibility of all individuals; and
- we will do whatever it takes to meet the needs of each child.

Schools in Alexander County

SCHOOL	PRINCIPAL	PHONE	EMAIL
Alexander Central High School	Jacob Lail	828-632-7063	jlail@alexander.k12.nc.us
Alexander Early College	Mary Brown	828-632-8221	mbrown@alexander.k12.nc.us
Bethlehem Elementary	Stephanie Reep	828-495-8198	sreep@alexander.k12.nc.us
East Alexander Middle	Brett Huffman	828-632-7565	bhuffman@alexander.k12.nc.us
Ellendale Elementary	Katelyn Nash	828-632-4866	knash@alexander.k12.nc.us
Hiddenite Elementary	Amy Daigle	828-632-3191	adaigle@alexander.k12.nc.us
Stony Point Elementary	Jessica Mundy	704-585-6981	jmundy@alexander.k12.nc.us
Student Success Center	Amy Johnson	828-632-5101	amjohnson@alexander.k12.nc.us
Sugar Loaf Elementary	Joe Mabry	828-632-2192	jmabry@alexander.k12.nc.us
Taylorsville Elementary	Andy Palmer	828-632-3072	apalmer@alexander.k12.nc.us
West Alexander Middle	Ashley Mayo	828-495-4611	amayo@alexander.k12.nc.us
Wittenburg Elementary	Melinda Glenn	828-632-2395	mglenn@alexander.k12.nc.us
Head Start	Cathy Knepp	828-632-3809	cknepp@alexander.k12.nc.us

Frontline (formerly known as AESOP)

How do I look for Jobs:

Alexander County uses an automated absence management system called AESOP for locating a substitute when staff members are absent. This service greatly simplifies and streamlines the process of notifying you when your services are needed in the district. AESOP utilizes both the Telephone and the Internet to assist you in locating jobs in the school district for which you work.

The administrative office has selected the following hours as standard call times when the AESOP service may call for substitutes: [5:30 a.m. – 7:30 a.m.; 4:30 p.m. – 10:30 p.m.].

AESOP is completely menu-driven and is activated by entering your ID number and login information. Whether initiating or responding to an AESOP call, the listener receives verbal prompts to navigate the menu of options. AESOP Quick Start Guide for Substitutes is located at the end of this handbook.

Things to Note: You may interact with the system at any time either on the Internet at <http://www.aesoponline.com> or by way of a toll-free, automated voice instruction menu system at 1-800-942-3767. The AESOP system will only call you within the call times specified above.

What To Do When AESOP Calls You:

You may be prompted to enter either a PIN number and/or and Identification (ID) number. This information is as follows:

1. ID number – This is your home phone number, including area code.
2. Pin number – In most cases, the last four digits of your social security number.

Contact HR if you have problems.

AESOP will provide you with the following details of the assignment:

1. School name
2. Date(s) of assignment
3. Room or location where you need to report
4. Start and end time
5. Any further special instructions left by the absentee.

You will then be prompted to either accept or reject the assignment. You will also have the option to reject the assignment as well as all future calls for jobs on the day of the particular assignment. If you accept, AESOP will issue you a confirmation number that you will need in the event of a follow-up inquiry. Please remember that you have not accepted the job until you receive a confirmation number.

How to Contact AESOP via Website:

You can also search for and accept available jobs, change personal settings, update your calendar, personalize your available call times, and select and add your campus choices by visiting AESOP at <http://www.aesoponline.com>. You will be prompted to enter your ID and pin number as specified above. Should you experience difficulty using the system, please contact the Becky Rosenberg at 828-632-7063 (223), or AESOP at support@aesoponline.com.

Reporting for Duty

Parking

Parking spaces at the high school campus are limited. Substitutes are asked to park on the front row of the Auditorium Parking Lot. Please use parking spaces above C15.

All other Schools, please park in faculty/staff parking lot.

Starting the Day

Upon arrival, please report to the main office. The bookkeeper will help you sign in and give you a Guest Badge, this must be worn at all times. Before you leave the office, ask for a bell schedule, make sure the teacher's room is unlocked, and check the absent teacher's mailbox for notices that may need to be sent home with students.

Review the teacher's lesson plans, teaching materials, and disaster drill regulations. The Substitute Information Folder includes an emergency plan for quick reference. Consult the principal or an assigned teacher if there are questions about the day's activities or if the Substitute Information Folder is unavailable. Teachers plan together and are happy to share and assist substitutes. Feel free to ask questions about lesson plans, material, or equipment. Materials and supplies should not be used unless the lesson plans authorize their use. Any material and equipment borrowed must be returned to the proper person before leaving campus. At the end of the day, the teachers' rooms and equipment should be left the way they were found. The teacher's desk, files, and other storage areas should be regarded with respect.

Expectations of Substitute Teachers

1. Follow lesson plans: Know where to find lesson plans and the necessary materials for effective instruction. Do not deviate from the lesson plans. It takes teachers a tremendous amount of time to prepare lesson plans. The rest of their week's planning depends on the substitute following the lesson plans completely and correctly.
2. Find out the daily schedule so you know when children will be leaving for enrichment classes, lunch, specials, etc. **All substitutes must work the entire time frame for which they are hired. No late arrivals or early dismissals for planning periods.**
3. Know and be able to complete daily classroom procedures for attendance, bathroom breaks, taking money, exchanging library books, etc.
4. Know what additional duties you are responsible for performing. Additional duties include but are not limited to: cafeteria duty, hall duty, car duty, bus duty. Substitute teachers who do not perform their additional duties can cause serious safety issues.

5. Confidentiality: As a substitute teacher you will come across **confidential** information on specific children. Confidential information includes but is not limited to: EC status, grades, test scores, discipline issues, and health conditions.

CONFIDENTIAL INFORMATION MUST NOT BE SHARED WITH ANYONE.

Please respect all students' rights to confidentiality. Additionally, please refrain from spreading information about students or staff that you may know from other sources. Every person at school has a right to respect, privacy and confidentiality.

6. Substitute teachers are prohibited from using illegal drugs or alcohol while working for Alexander County Schools.
7. Alexander County Schools are now Tobacco-Free. No students, staff members, or school visitors may be permitted to use tobacco products on school property at any time.
8. If you have any questions about lesson plans, schedules, etc., do not hesitate to contact another teacher or an administrator. They understand that substitutes need help.
9. Cell phones should be out of sight during the day. No personal calls should be made or received during instructional time or when students are present.
10. **NEVER LEAVE STUDENTS UNATTENDED!!!!!!**

Professionalism and Dress Code

- All substitute teachers are expected to always act in a professional manner. Substitute teachers serve children and must set an example in conversation, dress, and behavior. Regarding attire, clothing should be clean, appropriate, and reflective of community standards. The nature of the classes you will be subbing for will also help to determine what appropriate dress is. Teaching PE requires less formal dress than regular classroom instruction.
- Substitute teachers should maintain a proper tone and volume when conversing with students, staff, and parents. Please refrain from shouting or yelling unless a child is in imminent danger. Please do not use sarcasm with students. Sarcasm sends a message that students immediately interpret as disrespect. Additionally, substitute teachers should present their work experiences positively. Please discuss any problems with a school administrator.
- All speech will be free of profanity, slang, or any derogatory statements toward a student, co-worker, or the public. We will model the same language and behavior that we expect from our students. Speech patterns as well as proper language are acquired by our conversations with others, and therefore, proper grammar is an expectation of all staff, including substitute teachers. (See School Board Policy 7300).

Safety Responsibilities

Each school has safety procedures that are to be followed in the case of emergencies. Near the door in each classroom is an Emergency Response Flip Chart. Familiarize yourself with that chart before students arrive. Also, fire escape routes should be posted by the classroom door. Make sure you know where to go during a fire, tornado, or lock-down drill. We treat every situation as if it were real, even if it is a drill. Always keep a list of students with you when you take them places. Make sure that all students are accounted for when leaving the classroom and arriving at a new location.

Occasionally, students need to be pulled out for various activities. Make notations of these students in case there is an emergency. Some science and PE classes also have specific safety instructions. Familiarize yourself with these instructions before students arrive.

What do I do in the event of a lockdown?

Step1: Notification of Lockdown to staff and students over the intercom and repeat three times: “ATTENTION! LOCKDOWN!” If the intercom system is not working, staff and students will be verbally notified throughout the building: **“LOCKS, LIGHTS, OUT OF SIGHT”**

Step 2: Teachers and staff should immediately lock their doors.

Step 3: Turn out lights.

Step 4: Hide, get out of sight, and maintain silence. Stay low and away from doors and windows.

Step 5: Quickly take attendance and account for all students

Step 6: Students and staff who are outside of the building need to evacuate to a campus predesignated location.

Step 7: Students and staff who are in the hallways need to move into the nearest room.

Step 8: Students and staff located in common area or library need to hide get out of sight and maintain silence.

Step 9: If it is safer to evacuate to a known location, do so!

Step 10: Wait for Law Enforcement officials to open all doors.

Step 11: Once Law Enforcement has secured the scene, reunification will take place at a designated location.

What to do if a Lockdown occurs during arrival or dismissal?

IF a lockdown occurs during arrival, take immediate action to secure the campus. Staff and students need to find the nearest door to enter and lock. If you are inside the building it may be safer to evacuate to a known location. If you are outside of the building do not try to re-enter the campus, evacuate to known location.

IF Lockdown occurs during passing period take immediate action to secure the campus. Enter the nearest room and lock the door. Evacuation is an option to a known evacuation site. If you are outside do not try to re-enter the campus, evacuate to a known location.

IF a Lockdown occurs during dismissal, take immediate action to secure the campus. Staff and students need to find the nearest door to enter and lock. If you are inside the building it may be safer to evacuate to a known location. If you are outside of the building do not try to re-enter the campus, evacuate to a known location.

General Information:

Hours of Employment

1. In general schools are in session as listed below:
 - 8:15 a.m. – 3:25 p.m. Elementary Schools
 - 7:40 a.m. - 3:00 p.m. Middle Schools
 - 8:00 a.m. - 3:05 p.m. High Schools
 - 8:00a.m. – 3:10 p.m. Early College

Hours may vary from campus to campus – the indicated time above is a general start time.

2. Substitutes should arrive no later than 30 minutes before the assigned job time.
3. All substitutes are entitled to a 30-minute duty-free lunch period.
4. Substitutes must remain on duty until the end of the day.
5. If an emergency arises and you must leave your assignment early, you must notify the principal, and/or bookkeeper, before you leave.

Payroll Information

Substitute Teacher pay for 2024-2025:

\$112.50 per day for non-certified substitutes

\$137.50 per day for certified substitute teachers (must have a copy of teaching certificate on file)

- Regular deductions are made from state and federal income tax, social security, and Worker's Compensation.
- Substitutes are paid only by the school district and never by the absent teacher.
- Checks are Direct Deposited
- If there is an error on your paycheck, please call the School bookkeeper. When you accept a substitute job, the bookkeeper is notified and tracks your days/hours for payroll.
- Substitute teachers can sign into Timekeeper with their pin code (last 4 digits of SS#) and view their check stub.

Payroll Dates

Substitutes are paid anywhere from 2 weeks to 1 1/2 months after they work as a substitute. Substitute payroll is run monthly with the regular payroll. Below is a list of the check dates and the days that will be included on each check.

<i>Tue, 7-30-24</i>	6/16/24	7/13/24
<i>Fri, 8-30-24</i>	7/14/24	8/17/24
<i>Mon, 9-30-24</i>	8/18/24	9/14/24
<i>Wed, 10-30-24</i>	9/15/24	10/12/24
<i>Tue, 11-26-24</i>	10/13/24	11/9/24
<i>Fri, 12-20-24</i>	11/10/24	12/7/24
<i>Thu, 1-30-25</i>	12/8/24	1/11/25
<i>Fri, 2-28-25</i>	1/12/25	2/8/25
<i>Fri, 3-28-25</i>	2/9/25	3/8/25
<i>Wed, 4-30-25</i>	3/9/25	4/12/25
<i>Fri, 5-30-25</i>	4/13/25	5/17/25
<i>Mon, 6-30-25</i>	5/18/25	6/14/25

Limitations on Days Worked

Substitute teacher may not work more than 16 days per calendar month. This applies to all substitutes, whether retired state employees or not.

Change of Address

As a substitute, you must notify the HR Department immediately of any change in your name, address, or telephone number. Please contact Becky Rosenberg in HR: 828-632-7001 ext. 223.

Yearly Renewals

You must register/renew each year in which you are willing to serve as a substitute. New App-Garden Training Modules will be available mid-July for the upcoming School Year. New substitute rosters are developed yearly. Failure to complete the Sub-Renewal Modules will result in your name being removed from the substitute list. Returning Substitutes will pay \$24.00.

Termination

- Substitutes who wish to be removed as a substitute teacher for Alexander County Schools will need to contact the HR department.
- If presented a viable reason, a principal can remove a substitute teacher from their school for any future jobs as a substitute teacher at any time. The principal will send a letter to the substitute teacher and Human Resources Department notifying the substitute teacher and district of the removal.
- Any severe concern/complaint or violation of Board Policy/Law could constitute immediate termination of employment with Alexander County Schools.

Unemployment Benefits

A substitute, by definition, is a temporary position, and employment is based on an as-needed basis. In accordance with North Carolina General Statute 96-15.01(d), substitute employees are ineligible for unemployment benefits.

Also, substitutes are not eligible to earn leave, participate in the retirement system or receive/purchase health benefits.

Additional Important Issues

Discipline

Every teacher has a unique discipline policy. The classroom teacher should leave a brief description of the policy for the substitute teacher. Most students will let you know the policy. Every school also has its own school-wide policy. Make sure you know the classroom and school discipline policies before the first student enters the classroom.

Students will test substitute teachers just like they tested their regular teachers at the beginning of the year. The successful substitute teacher will consistently follow the teacher's policy. It may be tempting to refer a student to the office. Avoid this unless absolutely necessary. Your students will think you are incapable of classroom control. Unwanted behavior will only escalate from the students not sent to the office. The obvious exceptions are students who are fighting, using profane language, or showing blatant disrespect to you or another student. Remember, do not use sarcasm with students. They see it as a sign of disrespect. They will be disrespectful in return.

Tobacco-Free Schools

The Alexander County Board of Education is proud to declare that all Alexander County Schools are "100% Tobacco-Free". This policy simply states that no student, staff member, or school visitor may be permitted to possess or use tobacco products on school property at any time. This does include vehicles, athletic fields and parking lots owned, leased, rented, or chartered by the Alexander County Board of Education. Signs are posted at locations that adequately notify students, staff, and visitors about the 100% Tobacco-Free School Policy. The consequences for violators will be in accordance with School Board Policy No. 4320/5026/7250 and will be consistent throughout the Alexander County School System.

Blood borne Pathogens and Bodily Fluid Precautions

From time to time, a substitute teacher may encounter blood or other body fluids. It is extremely important to follow proper procedures in the handling of these materials and the care of other students/people. No employee should ever handle blood, vomit, or other bodily fluids without gloves. The substitute teacher should always call the office when these situations occur.

Long Term Substitutes – Responsibilities

Long-term substitutes are usually needed when a teacher takes a maternity leave or has some type of health problem which necessitates them not working. When possible, the long-term substitute will know ahead of time that he/she will be in a specific classroom for an extended period. It is important for the substitute teacher to meet with the classroom teacher in advance to discuss the teacher's goals for that period of time as well as plans, methods, materials, and resources. While the teacher is absent, the long-term substitute may call the teacher with questions at the appropriate time. The teacher on leave, however, is under no obligation to work on lesson planning, handle discipline or conference with parents. Long term subbing provides an excellent opportunity for potential teachers to get real classroom experience.

Helpful Hints For Subs

1. Arrive EARLY to review plans and procedures so you can make sure to be prepared when students arrive. This will ensure safety and learning while students are under your supervision.
2. Go over rules and behavior expectations at the beginning of the day. BE CONSISTENT!
3. Catch students being good and praise them.
4. Monitor behavior and work by walking around the classroom.
5. Know where to go for help.
6. Know how to operate the classroom phone and how to contact the school office.
7. Know where the class sits for lunch.
8. Find out where the student and staff bathrooms are located.
9. Know how to get to the different areas in the building.
10. Find out where to park.
11. Bring a set of casual clothes in case you have to sub for a PE class, or something happens to your clothes.
12. Be careful with how much you drink; you never know how often you will be able to use the restroom.
13. **NEVER LEAVE STUDENTS UNATTENDED!**
14. Find a nearby “buddy” teacher who can help with questions.
15. Dress well!
16. Leave the classroom neat and clean. Help students to be responsible for keeping the classroom and their desk areas tidy.

Substitute Teaching Resources

There are literally hundreds of good “sites” available on the Internet for substitute teachers. Of course, some are better than others, but feel free to “browse” for yourself until you find what you need. To get you started, here are a few excellent sites to explore. Take some time to check them all out!



www.disciplinehelp.com, “The Discipline Help” website provides substitutes (and parents) access to information and assistance in dealing with a wide array of student misbehaviors in the classroom. This amazing website lists the causes, effects, appropriate actions to take, and frequent mistakes made when dealing with 117 different student misbehaviors! This is a must visit for all substitute teachers...and parents too! You will want to bookmark this site.

www.stedi.org, this is the site created and maintained by the Substitute Teacher Training Institute at Utah State University. It contains many articles and resources for substitute teachers and managers. There is also a self-assessment one can take to test their readiness and effectiveness as a substitute teacher.

www.suite101.com: In the Search Bar, type in “Guest Teacher.” Then enjoy numerous articles and links to other sources useful to substitute teachers.

www.proteacher.com: Select “Substitute Teachers” from the main menu on the left and read all about it! This site serves as a bulletin board for substitute teachers. In addition to lots of helpful hints and success stories, there is plenty of room for commiseration, so you won’t feel alone in your experiences as a substitute.

Above all, remember to follow the lesson plans provided by the teachers.

Books and other Resource Materials

In addition to the excellent resources available through the Internet, there are many books, videotapes, magazines, and handbooks available to assist the substitute teacher. Some of the more popular books currently available from Barnes and Noble and other bookstores are:

- **Classroom Management for Substitute Teachers**, S. Harold Collins, Kathy Kifer (Illustrator)
- **A Survival Kit for the Substitute and New Teacher: Your Blueprint to Having a Successful Day**, Jennifer Gaither
- **Mastering the Art of Substitute Teaching**, S. Harold Collins, Gary J. Schubert (Illustrator)
- **Lifesavers for Substitutes**, Mary McMillan • **Substitute Teaching: A Handbook for Hassle-Free Subbing**, Barbara Pronin
- **The First Days of School**, Harry Wong and Rosemary T. Wong

Substituting in Special Education Positions

Special Education substitute positions include but are not limited to the following:

1. Alternative Academics (teacher or paraprofessional)
2. Social Development (teacher or paraprofessional)
3. Inclusion and Resource (teacher or paraprofessional)
4. Positive Approach to Student Success (PASS) (teacher or paraprofessional)

Alternative Academics (AA) includes teaching life skills/functional daily living skills to students with moderate to severe disabilities. AA is modified, direct instruction in functional academic, social, behavioral, and adaptive skills, with a focus on future independence.

Social Development (SD) classes serve students whose behavior impedes academic learning. Students' academic skills range from on grade level to requiring support through a modified curriculum. The class focus is on a structured framework for academic and behavioral success. Instruction is based on the students' Individual Education Plans (IEP), Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP). SD classes also include a social-skills component.

Inclusion provides specialized support for students with disabilities to be included with general education students within the appropriate Least Restrictive Environment (LRE) at certain schools. As an inclusion teacher, you may be required to utilize co-teaching approaches as a co-teacher. Coteaching is a team-teaching instructional model where the special and general educators share the responsibility and accountability for the direct instruction, classroom organization, and discipline in the general education classroom. The collaborative relationship between the teachers enables them to combine their skills, abilities, and interests to serve the entire classroom. Students typically attend general education classes for most of the day. When subbing for an Inclusion and Resource teacher, your schedule may have a combination of different general education and special education classrooms.

Positive Approach to Student Success (PASS) provides educational services within the general education setting to students who have difficulty managing their behaviors. The primary focus of PASS is to teach social skills and replace inappropriate behaviors in the general education setting.

Appreciation

Thank you for taking the time to review this handbook. If you have any questions, please contact the school where you will be subbing. We wish you a wonderful learning experience with our students.

Feedback Forms

We are always interested in your feedback. Please make copies of the feedback forms located at the end of this handbook as necessary. Share with the teacher and school administrator. These forms help us to know what areas we need to work on for substitute teachers. Student feedback forms should be shared with the teacher.

Substitute Teacher Feedback Form

Substitute's Name _____ Teacher Subbing For _____

School _____ Date(s) _____

Directions: Please circle the appropriate response.

1. Lesson plans were easy to find and follow.

Agree Don't Know Disagree

2. At least one staff member checked on me during the day.

Agree Don't Know Disagree

3. Resources and materials were organized and easy to find.

Agree Don't Know Disagree

4. Discipline policy was easy to find and follow.

Agree Don't Know Disagree

1. Roster and seating charts were easy to find and understand.

Agree Don't Know Disagree

2. The schedule was easy to find and follow.

Agree Don't Know Disagree

3. Emergency materials were easy to find and follow.

Agree Don't Know Disagree

4. I would substitute for this teacher again.

Agree Don't Know Disagree

5. Help was easy to find when I had a question.

Agree Don't Know Disagree

Comments:

Regular Teacher Feedback Form for Substitutes

Substitute's Name _____ Teacher's Name _____

School _____ Date(s) _____

Directions: Please circle the appropriate response

1. Lesson plans were followed.

Agree Don't Know Disagree

2. Teacher followed schedule.

Agree Don't Know Disagree

3. The classroom was left neat and clean.

Agree Don't Know Disagree

4. Student discipline was handled effectively.

Agree Don't Know Disagree

5. I would have this teacher for a substitute again.

Agree Don't Know Disagree

6. Students completed all assignments.

Agree Don't Know Disagree

7. As far as I am aware, the substitute teacher handled their responsibilities professionally.

Agree Don't Know Disagree

Comments:

Substitute Teacher Feedback Form for Students

Substitute's Name _____ Teacher's Name _____

School _____ Date(s) _____

1. The class followed instructions and behavior rules.

Agree Don't Know Disagree

2. The class was respectful of the teacher and each other.

Agree Don't Know Disagree

3. Students worked hard on assignments.

Agree Don't Know Disagree

4. The following students were very helpful:

5. The following students did not feel well:

6. The following students had difficulty with behavior and/or assignments:

7. The following students did something special:

Comments:

Absence Management

SIGNING IN

Go to app.frontlineeducation.com. Enter your username and password and click **Sign In**. Or, if applicable, use the organization SSO link.


LOGIN SUPPORT

If you cannot recall your credentials, use the recovery options or click the “**Having trouble signing in?**” link for additional troubleshooting details.

Sign in with a Frontline ID

Frontline Username

Frontline Password

 Sign In with Frontline ID

[Forgot Username](#) | [Forgot Password](#)

Having trouble signing in?
[Click here for more information](#)
[Or Sign In with Organization SSO](#)

SEARCHING FOR AVAILABLE JOBS

Review available jobs directly on the homepage or via the “Available Jobs” option in your side navigation. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, click the **Accept** button beside the absence (or click **Reject** to remove a job from the list).

Absence ManagementVictoria County School District

Melody PondMulti-District View

June 2023

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Available Jobs

2 Scheduled Jobs

1 Past Jobs

0 Non Work Days

Date	Time	Duration	Location	Filter
Beasley, Pam				
Thu, 6/15/2023	8:00 AM - 5:00 PM	Full Day	Victoria County School District Coal Hill School	<div><div>Reject</div><div>Accept</div></div>

GETTING HELP AND RESOURCES

If you have questions, click **Help Resources** in the top purple bar of your application. View your Organization Admin's contact details or select **Frontline Support** to access learning resources.

MOBILE OPTIONS

Mobile App

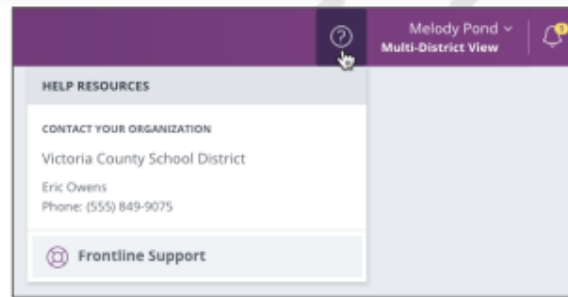
You have access to the Frontline Education mobile app. This *free* app provides increased accessibility to job alerts and other job acceptance tools. Search "Frontline Education" via the app store to download it and use your system username and password to sign in.

Call Options for Absence Management

To call, dial **1-800-942-3767**. You will be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

When the system calls you, be sure to say a loud and clear "Hello" after answering. It will call about one job at a time, even if you are eligible for other jobs. You can always call in to hear a list of *all* available jobs.



When You Call into Absence Management

- Find available jobs – **Press 1**
- Review or cancel upcoming jobs – **Press 2**
- Review or cancel a specific job – **Press 3**
- Review or change your personal information – **Press 4**

When Absence Management Calls You

- Listen to available jobs – **Press 1**
- Prevent Absence Management from calling again today – **Press 2**
- Prevent Absence Management from ever calling again – **Press 9**
- If interested in available jobs – **Press 1** and enter PIN, followed by the # sign

ADDITIONAL RESOURCES

Sign in and search for the following topics in the Learning Center for next steps:

• Getting Started	• Popular Questions	• Frontline Mobile App
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