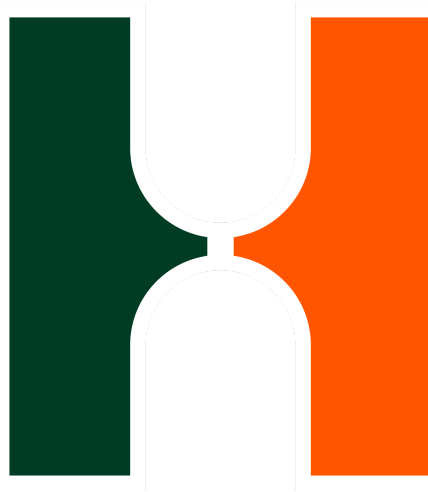


# **HART COUNTY SCHOOL DISTRICT**



**Substitute Teacher Handbook**

# **Table of Contents**

HART COUNTY SCHOOLS	1
Administrative Office	1
School Directory	1
Welcome	2
Pay Rate	3
Breakfast & Lunch	3
Dress Code	3
Performance Expectations	4
Specific Duties and Responsibilities	5
Use of Personal Cell Phones/Telecommunication Devices	5
Use of Technology	6
Confidentiality	6
Medical Checklist	6
Hours of Service	6
Positive Classroom Management	6
Discipline Techniques that Do Not Work	6
Classwork Left for Students	7
Extra Activities for Use When Needed	8
Check-in Procedures/Important Numbers	9
Safety Procedures	11
Timesheet Schedule	14
Timesheet	15
Absence and Substitute Management	16
Professional Sub Checklist	18

# HART COUNTY SCHOOLS

## **Administrative Office**

25 Quality Street ♦ Munfordville, KY 42765

Phone: 270-524-2631 Fax: 270-524-2634

[www.hart.kyschools.us](http://www.hart.kyschools.us)

### **Administration**

**Nathan Smith** - Superintendent

**Burke “Bo” Chenoweth** – Asst. Superintendent, Chief Academic Officer, Human Resources Director

**Kristin Froedge** – Director of Special Education, Preschool Coordinator,  
District Assessment Coordinator, Federal Programs

**Carri Goodman** – Supervisor of Instruction, Professional Development Coordinator

**Dana Barrett** - Supervisor of Instruction, Gifted & Talented Coordinator

**Matt Hawkins** – Director of Finance

**Allen Poynter** – Director of Pupil Personnel, District Assessment Coordinator

### **Hart County Board of Education**

Sheryl Shirley – Chairperson, Tina Rutledge – Vice Chairperson, Wesley Hodges, Sonya Gedda, Tyler Holthouser

## **School Directory**

<b>Bonnieville Elementary School</b>	<b>Memorial Elementary School</b>
Kurtis Wright, Principal	Joey Sexton, Principal
7874 North Dixie Highway ♦ Bonnieville, KY 42713	1400 North Jackson Highway ♦ Hardyville, KY 42746
<a href="mailto:kurtis.wright@hart.kyschools.us">kurtis.wright@hart.kyschools.us</a>	<a href="mailto:joey.sexton@hart.kyschools.us">joey.sexton@hart.kyschools.us</a>
Phone: 270-531-1111 Fax 270-531-3331	Phone: 270-528-2271 Fax: 270-528-2273
<b>Cub Run Elementary School</b>	<b>Munfordville Elementary School</b>
Daniel Hawkins, Principal	Christina Boone, Principal
170 East Gap Hill Road ♦ Cub Run, KY 42729	505 West Union Street ♦ Munfordville, KY 42765
<a href="mailto:daniel.hawkins@hart.kyschools.us">daniel.hawkins@hart.kyschools.us</a>	<a href="mailto:christina.boone@hart.kyschools.us">christina.boone@hart.kyschools.us</a>
Phone: 270-524-2925 Fax: 270-524-0531	Phone: 270-524-4651 Fax: 270-524-4652
<b>LeGrande Elementary School</b>	<b>Hart County High School</b>
Megan Crump, Principal	Greg Cecil, Principal
70 LeGrande School Road ♦ Horse Cave, KY 42749	1014 South Dixie Highway ♦ Munfordville, KY 42765
<a href="mailto:megan.crump@hart.kyschools.us">megan.crump@hart.kyschools.us</a>	<a href="mailto:greg.cecil@hart.kyschools.us">greg.cecil@hart.kyschools.us</a>
Phone: 270-786-2746 Fax: 270-786-5747	270-524-9341 Fax: 270-524-3251

# **Welcome**

## **School Year 2024-2025**

---

*Dear Substitute Teacher:*

*Welcome to Hart County Schools! We hope your work experience with us will be positive and productive. As a substitute teacher, you are a vital member of our instructional team.*

*The service you have agreed to provide is crucial to the success of our school district, and no school can function without it! Our district believes that substitute teachers play an important role to ensure effective instruction continues in the absence of the regular classroom teacher. Substitutes are responsible for upholding the mission and vision of the district by implementing lesson plans provided by the teachers as well as following and enforcing the policies and rules of the schools and district.*

*This handbook is provided as a resource for specific substitute procedures for our district. Safety is our number one priority! Please review the safety procedures for each building in which you plan to work. Administrative staff and other school personnel may also provide school-specific information and materials to assist you.*

*Thank you for serving in the Hart County School District!*

*Sincerely,*



**Nathan T. Smith**

**Superintendent**  
**Hart County Schools**  
**"Where Students Come First"**

---

### **Vision**

As a leader of public PreK-12 Education, the Hart County School District has a student-focused culture. We believe all students will achieve success and graduate prepared for college and/or career, as well as for life.

### **Mission**

Working together to provide all students with a quality education that prepares them to be successful citizens.

*Hart County Schools is an equal opportunity organization and does not discriminate on the basis of race, color, religion, disability, sex, age or national origin in its employment, programs, or activities.*

## **Pay Rate**

Rank I	Master's Degree + 30 hrs. with valid teaching certification	\$125 Per day
Rank II	Master's Degree with valid teaching certificate	\$120 Per day
Rank III	Bachelor's Degree with valid teaching certificate	\$115 Per day
Rank IV	96 hours to non-teaching degree	\$100 Per day
Rank V	65-94 hours	\$95 Per day

## **Breakfast & Lunch**

Breakfast \$2.75 ?

Lunch \$4.60 ?

## **Dress Code**

**All certified employees, instructional assistant employees, office personnel and substitutes** shall adhere to the following dress code on days of employment compensated by the Board, including instructional days and professional development days:

### **MEN**

- Dress shirt and dress slacks/pants
- Turtleneck with sport coat and dress slacks/pants
- Shoes and socks
- Attire will be neat and attractive as determined by the Principal.

### **WOMEN**

- Dress slacks mid-calf or longer with dress top
- Skirt/jumper with dress top
- Dress suits
- Dresses
- Shoes or dress sandals
- Dresses and/or skirts shall be of knee length or longer
- No revealing clothing shall be permitted such as halter-tops, low cut tops that overexpose the chest area or tops that expose the stomach area.
- A District/school polo shirt or school apparel t-shirt is acceptable dress on Fridays and for activities outside the normal classroom setting; i.e., special events, class trips.
- Blue jeans are acceptable on Fridays

# **Performance Expectations for Substitute Teachers**

## **Immediate Supervisor: Principal/Chief Academic Officer**

- Appointment:** Substitute teachers shall be appointed for a one school year period with reappointment by the Superintendent, subject to a high level of performance.
- Qualifications:** Shall have at least 64 college credit hours with a 2.5 GPA or higher to be able to attain the required Kentucky certificate for the assigned position; shall demonstrate the ability to work effectively with students, peers and adults; shall demonstrate the ability to communicate effectively with students, parents and faculty.
- Job Goal:** To enable each student to pursue his/her education as smoothly and completely as possible in the absence of his/her regular teacher
- Employment:** As Needed

## **General Duties and Performance Responsibilities:**

1. Shall determine appropriate action within clearly defined guidelines.
2. Shall present a positive image of the school to parents, and convey to them the school's genuine concern with the education, growth and development of each student.
3. Shall seek to establish friendly and cooperative partnerships between home and school.
4. Shall work to develop a positive public relationship between the school district and the community.
5. Shall carry out assignments in a timely manner without undue checking.
6. Shall react positively to directives.
7. Shall have a willingness to cooperate with the superintendent, district administrators, principals and staff.
8. Shall maintain the confidentiality, both verbally and in written form, of each student's educational record.
9. Shall strive to maintain and improve professional competence.
10. Shall take necessary precautions to protect students, equipment, materials and facilities.
11. Shall adhere to the School Board of Education Policies and Procedures.

### **Specific Duties and Performance Responsibilities:**

1. Shall report to the building principal (school secretary) upon arrival at the school building.
2. Shall review with the principal or department head all plans and schedules to be followed during the teaching day.
3. Shall maintain, as fully as possible, the established routines and procedures of the school and classroom to which you are assigned.
4. Shall teach the lesson outlined and described in the Substitute Teacher's Folder as prepared by the regular teacher.
5. Shall consult with the building principal or assistant principal before initiating any teaching or other procedures not specified in the Substitute Teacher's Folder.
6. Shall assume responsibility for overseeing student behavior in the classroom, during lunch and recess periods, and during class changes.
7. Shall follow all rules, policies and procedures to which regular teachers are subject and which good teaching practice dictates.
8. All classified employees assigned to classroom instructors shall be under the direction and supervision by the certified employee in charge in that classroom.
9. Shall perform other duties related to the position as assigned by the Principal.

### **Use of Personal Cell Phones/Telecommunication Devices**

Due to privacy concerns, and except for emergency situations, personal owned recording devices are not to be used to create video or audio recordings or to take pictures while on duty or working with students except with prior permission from the Principal/designee or immediate supervisor. Such devices include, but are not limited to, personal cell phones and tablets. For exceptions, see Board Policies **03.13214/03.23214**.

Additionally, cell phones/telecommunication devices shall not be in use for personal matters by certified staff members while supervising students or providing education services or by classified staff members when working with students or providing educational or job-related services to students, with the exception of instances of an emergency nature of which the employee shall notify the direct supervisor of the necessity of cell phone/telecommunication device access/use. Further restrictions for cell phone/telecommunication devices apply to bus drivers as specified in Procedure **06.2 AP.12**.

### **Use of Technology**

Substitute use of technology shall be restricted to work-related tasks and educational objectives. Substitutes will follow the appropriate procedures, including email, as specified in the district's policy related to access to electronic media (Procedure 08.2323 AP.1). Net management and monitoring software may be used for random access to student and staff accounts to monitor appropriate use of resources. Employees understand that a network management system tracks all internet and email activity. This system records sites visited, length of visits, the user name and the email content. Logs of Internet traffic and email activity will be reviewed periodically to ensure that sites and email communications are appropriate and offer educational value. **Board Policy 08.2323**

## **Confidentiality**

In certain circumstances, employees will receive confidential information regarding students' or employees' medical, educational or court records. Substitutes are required to keep student and personnel information in the strictest confidence and are legally prohibited from passing confidential information along to any unauthorized individual.

## **Medical Checklist**

- All students are to report to the office to take medication. The substitute should never give medication.
- The substitute should always wear disposable gloves when coming in contact with blood, broken skin, or other bodily fluids
- If you or your students are exposed to any bodily fluids please wash thoroughly and contact the office immediately.
- Contact the office upon arrival and ask about serious health conditions the students you are serving may have.
- Report all injuries to the office no matter how severe.

## **Hours of Service**

Substitute teachers are to work the same number of hours as regular teachers. The day begins at 7:45AM and ends at 3:00 PM.

## **Positive Classroom Management**

Classroom management is often the most challenging obstacle for substitute teachers. As you are working in schools, take note of which teachers have good classroom management. As you pick up ideas from them, write them down and try them out.

- You should familiarize yourself with the discipline procedures of each school you are serving.
- You should always be firm, fair and consistent.
- Always follow through with what you say you are going to do.
- If misbehavior is serious enough, contact another teacher or the principal.
- Leave the teacher a note regarding any problems you may encounter.

Discipline by Design [www.honorlevel.com](http://www.honorlevel.com)

## **Discipline Techniques that Do Not Work**

- Yelling
- Insisting on having the last word
- Using tense body language, such as rigid posture or clenched hands
- Using degrading, insulting, humiliating, or embarrassing put-downs
- Using sarcasm
- Using physical force
- Making assumptions
- Backing the student in the corner
- Pleading or bribing
- Making unsubstantiated accusations
- Holding a grudge
- Mimicking the student



## **Classwork Left for Students**

Substitute teachers play a crucial role in maintaining educational continuity when regular teachers are absent. Adhering to the lesson plans left by the absent teacher is essential for student learning and classroom management.

- **Review of Lesson Plans:** Carefully review the lesson plans provided by the absent teacher before the start of the day. Make sure you understand the objectives, activities, materials, and assessment methods outlined in the plans. Typically a neighboring teacher who teaches similar content can assist if you have questions or ask an administrator. Identify any specific instructions or accommodations for individual students. If the work is left on Google Classroom, ask a student to open the instructions so that you can see what work was assigned for completion.
- **Adherence to Lesson Plans:** Follow the lesson plans as closely as possible. Deviating from the plans can disrupt the students' learning process and create confusion. If modifications are necessary, make minimal adjustments and document any changes for the absent teacher.
- **Time Management:** Allocate appropriate time for each activity based on the lesson plan. Be mindful of the class schedule and ensure all planned activities are covered. Adjust the pacing if needed to accommodate the students' learning styles and engagement.
- **Classroom Management:** Establish clear expectations for student behavior at the beginning of the class. Refer to the absent teacher's classroom management strategies. Maintain a positive and supportive classroom environment.
- **Communication:** Communicate with students clearly and respectfully. Answer questions to the best of your ability, but avoid providing information outside the scope of the lesson plan.
- **Documentation:** Complete any required paperwork, such as attendance or behavior reports. Leave a detailed note for the absent teacher summarizing the day's activities, student behavior, and any challenges encountered. Please inform the building administrator if no plans were left or if the plans were not adequate for the allotted class time.

## **Extra Activities for Use When Needed**

Students should never receive “down time”. During the school day, you may encounter times when the classroom teacher failed to leave enough work. You do not want the students to get bored or start misbehaving. Below are a few activities to use to keep the students engaged.

- Have the students read silently.
- Have each student create five questions from prior content. Collect the questions from the class and discuss how to answer each problem.
- Check the computer lab time.
- Look at a copy of the daily newspaper. Have students discuss a topic. (What happened, what caused the event, and what needs to be done to solve the problem)
- Answer chapter reviews in textbooks.
- Flash Cards! Every classroom should have a set.
- Multiplication games with playing cards.
- Grab a Coach book and ask review questions.
- Be prepared. Take your own games, supplies, and activities to work.

## **Check-in Procedures/Important Numbers (extensions)**

### **Bonnieville Check-In Procedure**

Teachers are to be in the building by 7:45 AM. Classroom keys are obtained by the principal. To obtain a key, substitutes are required to leave their car keys in the principal's desk until the classroom key is turned in at the end of the day.

#### **BONNIEVILLE**

<b>Kurtis Wright, Principal</b>	<b>2103</b>
<b>Tara Smith, Counselor</b>	<b>2122</b>
<b>Kay Wright, Secretary</b>	<b>2127</b>
<b>Tabitha Horton, Bookkeeper</b>	<b>2119</b>
<b>School Nurse</b>	<b>2114</b>

### **Cub Run Elementary Check-In Procedure**

Sign-in the office, showing your driver's license to our secretary . She will also ask you for your car keys and will give you a key to the building so you can access your assigned classroom(s). Proceed to your assigned area.

#### **CUB RUN**

<b>Daniel Hawkins, Principal</b>	<b>2224</b>
<b>Clint Froedge, Counselor</b>	<b>2223</b>
<b>Kelli Thompson, Secretary</b>	<b>2225</b>
<b>School Nurse</b>	<b>2222</b>

### **HCHS Check-In Procedure**

- Park on the Highway 88 side of the building in spots 1-50.
- Please report to the front office where you will receive a substitute folder and additional directions for your day with us.
- You will be asked to leave your car key in exchange for a room key to use throughout the day. At the end of the day, please return the substitute folder and the room key to receive your car key back.
- You can have your substitute timesheet initialed by any administrator or secretary at the conclusion of the day.

#### **Hart County High School**

<b>Greg Cecil, Principal</b>	<b>3100</b>
<b>Anthony Boone, Assistant Principal</b>	<b>3102</b>
<b>Tracy Sims, Assistant Principal</b>	<b>3103</b>
<b>Crystal Thompson, Counselor</b>	<b>3104</b>
<b>Ryan Scott, Counselor</b>	<b>3105</b>
<b>_____, Receptionist/Secretary</b>	<b>3301</b>
<b>Cassie Thompson, Attendance Clerk</b>	<b>3108</b>
<b>Jennifer Goodman, Guidance Secretary</b>	<b>3110</b>
<b>School Nurse</b>	<b>3300</b>

## **LeGrande Elementary Check-In Procedure**

Sign-in the office, showing your driver's license to our secretary . She will also ask you for your car keys and will give you a key to the building so you can access your assigned classroom(s). Proceed to your assigned area.

### **LEGRANDE**

<b>Megan Crump, Principal</b>	<b>2311</b>
<b>Jeff Reed, Counselor</b>	<b>2312</b>
<b>Crystal Cecil, Secretary</b>	<b>2326</b>
<b>School Nurse</b>	<b>2325</b>

## **Memorial Elementary Check-In Procedure**

Sign-in the office, showing your driver's license to our secretary . She will also ask you for your car keys and will give you a key to the building so you can access your assigned classroom(s). Proceed to your assigned area.

### **MEMORIAL**

<b>Joey Sexton,Principal</b>	<b>2403</b>
<b>Heather Shields, Counselor</b>	<b>2408</b>
<b>Stacy Sanders,Secretary</b>	<b>2401</b>
<b>Robin Cecil, Bookkeeper</b>	<b>2402</b>
<b>School Nurse</b>	<b>2437</b>

## **Munfordville Check-In Procedure**

Sign-in the office, showing your driver's license to our secretary . She will also ask you for your car keys and will give you a key to the building so you can access your assigned classroom(s). Proceed to your assigned area.

### **MUNFORDVILLE**

<b>Christina Boone, Principal</b>	<b>2507</b>
<b>Amy Mattingly, Assistant Principal</b>	<b>2546</b>
<b>Rebecca Scott, Counselor</b>	<b>2541</b>
<b>Elizabeth Williamson, Receptionist</b>	<b>2556</b>
<b>Leigh Ann Vertrees, Bookkeeper</b>	<b>2538</b>
<b>School Nurse</b>	<b>2533</b>

## Safety Procedures

A number of procedures and drills are in place to safeguard our students and staff. If for any reason you feel that we need to practice a particular drill more than usual please let me know and I will schedule additional drills. **A change to the drill procedure beginning in the 19-20 school year is that faculty and students will be given advanced warning of any drill that will occur.** This ensures that faculty can be prepared, that they can reassure students that it is a drill, and that in the case of an alarm going off without prior warning, the faculty know that it is to be taken very seriously.

### Safety Plan

The school safety/transportation plan is included in this handbook. Please encourage students and parents to follow the plan. Remember, all staff should park at the left-hand side of the building adjacent to the computer lab or in the parking spaces in front of the school. The area in front of the gym should be available for morning and afternoon traffic.

### Fire Drill

Two fire drills will occur during the first two weeks of school. Thereafter, drills will occur on a monthly basis. Please adhere to these procedures when the alarm sounds:

1. Immediately stop class and instruct students to form a line.
2. **Secure your grade book or class roster.** A new policy for the 19-20 school year includes wait time in order to ensure that the building is secure before exiting. Please have your students line up and wait **one minute** before exiting the classroom.
3. Turn off lights in the classroom and shut the door behind you, making sure no students are left behind.
4. Guide the students to the nearest exit; if the normal exit is blocked, advance to the next closest exit; remain calm and do not run.
5. Assemble your students at least 40 feet away from the building; check your class roll.
6. Report any missing students to the principal, counselor, or fire rescue personnel.
7. Post a fire exit map on the classroom wall near the door at eye level of most students.

### Tornado Drill

An initial drill will occur during the first month of school and will be followed by additional drills during peak tornado season (February, March, and April). Please adhere to these procedures:

1. Lead students in an orderly fashion to the designated area.
2. Assist students in assuming the defensive position: kneel, face down, knees drawn up under chest, head covered with hands (and/or a blanket, coat, open book, etc.)
3. Bring along the grade book/rosters and check for missing students during the drill.
4. Students will remain with the teacher in charge of them at the time of the alarm.

# Earthquake Drill

There will be an annual earthquake drill. The proper procedures are as follows:

## Indoors

- Drop and take cover under desks, tables, or other heavy furniture, in interior doorways or narrow halls, or against weight bearing walls.
- Stay away from windows, light fixtures, and suspended objects
- Do not rush through hallways for any reason
- After tremors cease, evacuate the building and move all personnel/students to safety.

## Outdoors

- As appropriate, move away from the buildings.
- Avoid utility poles and overhead wires.
- Do not enter any building that has sustained damage until authorized personnel have examined the structure and declared to be safe.

# School Lockdown

The school will have a school lockdown drill in which each teacher will secure their classroom and students as if an intruder has entered the building. As part of the school's safety procedures, each teacher should keep his/her door locked at all times. During this drill students should be secured in a fashion that would not allow an intruder to see them in the classroom. Above all it is our duty to keep our kids safe.

## Lockdown- Intruder Alert

1. In the event that an intruder comes into the building, office staff will make every attempt to make as clean and specific announcement as possible. The announcement may be something similar to: "There is an intruder in the building or there is a shooter in the building." Every attempt will be made to detail where the intruder or shooter is located in the building.
2. Once an announcement is made of an intruder, we will follow the procedures below:
  - Students are to be cleared from the halls immediately and report to the nearest available classroom.
  - Assist those needing special assistance.

## Lockdown--In the Classroom

- IF a staff member deems it necessary to stay in place in a classroom and evacuation is not an option, they should follow the following procedures:
  - Close and lock all windows and doors. Pull the blinds to obstruct the view of the classroom from outside the building.
  - Stay away from all doors and windows. Move students to interior walls and seat students in a "Criss-Cross" sitting position.
  - BE QUIET!
  - Secure the first aid supplies in case they are needed
  - Secure class roster
  - Wait for further instructions
  - Follow ALICE training guidelines (see below) regarding securing the doorway, blocking the doorway and countering against the intruder should this become necessary.

Classes will remain in lockdown until specifically told otherwise by announcement or by a room-by-room notification by authorized personnel.

## Intruder Alert--Evacuation of Building

- In the event of an intruder alert in the building and IF a staff member deems it appropriate to evacuate the building the teacher/staff member will follow ALICE training guidelines provided below:

*The Information below concerning ALICE training is taken and/or adapted from <https://www.alicetraining.com/>*

**Alert** is your first notification of danger.

*ALERT is when you first become aware of a threat. The sooner you understand that you are in danger, the sooner you can save yourself. A speedy response is critical. Seconds count.*

*Alert is overcoming denial, recognizing the signs of danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on your circumstances.*

**Lockdown:** Barricade the room. Prepare to EVACUATE or COUNTER if needed.

**If EVACUATION is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.**

**Inform:** Communicate the violent intruder's location and direction in real time.

*The purpose of INFORM is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real time information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter.*

**Counter:** Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting

*ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.*

**Evacuate:** When safe to do so, remove yourself from the danger zone.

Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.

## Timesheet Schedule

<b>Paper Timesheet &amp; Leave Card Schedule 2024-2025</b>		
<b>DUE IN CENTRAL OFFICE</b>	<b>PAY PERIOD DATES TO INCLUDE</b>	<b>Pay Check Date</b>
<b>By 10:00 am</b>	-----	-----
July 8, 2024	July 1st through July 6th (1 wk)	7/15/2024
July 22, 2024	July 7th through July 20th	7/30/2024
August 5, 2024	July 21st through August 3rd	8/15/2024
August 19, 2024	August 4th through August 17th	8/30/2024
September 2, 2024	August 18th through August 31st	9/13/2024
September 16, 2024	September 1st through September 14th	9/30/2024
October 7, 2024	September 15th through October 5th (3 wks)	10/15/2024
October 21, 2024	October 6th through October 19th	10/30/2024
November 4, 2024	October 20th through November 2nd	11/15/2024
November 18, 2024	November 3rd through November 16th	11/29/2024
December 2, 2024	November 17th through November 30th	12/13/2024
December 16, 2024	December 1st through December 14th	12/30/2024
January 6, 2025	December 15th through January 4th (3 wks)	1/15/2025
January 20, 2025	January 5th through January 18th	1/30/2025
February 3, 2025	January 19th through February 1st	2/14/2025
February 17, 2025	February 2nd through February 15th	2/28/2025
March 3, 2025	February 16th through March 1st	3/14/2025
March 17, 2025	March 2nd through March 15th	3/28/2025
April 7, 2025	March 16th through April 5th (3 wks)	4/15/2025
April 21, 2025	April 6th through April 19th	4/30/2025
May 5, 2025	April 20th through May 3rd	5/15/2025
May 19, 2025	May 4th through May 17th	5/30/2025
June 10, 2025	May 18th through June 8th (3 wks)	6/14/2025
June 17, 2025	<b>June 9th through June 30th</b> (3wks)	6/28/2025
<b>Timesheets not received at CO by the due date will be considered late and will be held for the next payroll.</b>		
<b>*Timesheets missing required information are subject to be held until completed.*</b>		
<b>NOTE: New employees may not receive their first check until they have worked a complete pay cycle (approximately 10 days).</b>		
<b><u>SUBSTITUTES:</u> Submit all dates worked within the pay period on 1 timesheet for each payroll.</b>		
<b>**KIOSK TIMESHEETS NEED TO BE SUBMITTED &amp; APPROVED WEEKLY - BY MONDAY AM**</b>		





## Absence and Substitute Management

### LOGGING IN ON THE WEB



**Sign In**

ID:

Pin:

**Login**  Pin Reminder  Login Problems

To log in to the absence management system, type [aesoponline.com](http://aesoponline.com) in your web browser's address bar.

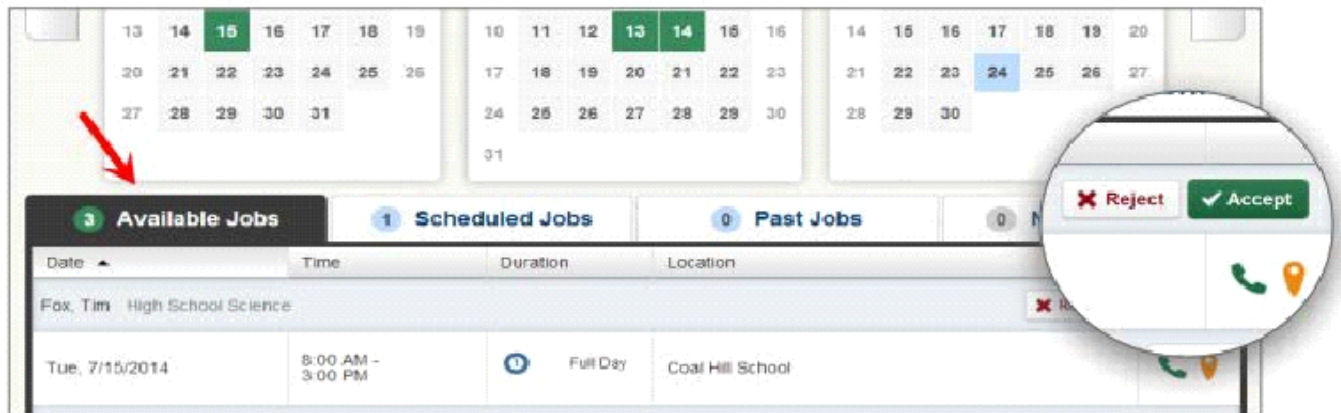
The Sign In page will appear. Enter your ID and PIN and click **Login**.

### CAN'T REMEMBER YOUR LOGIN INFO?

If you're having trouble logging in, click the **Login Problems** link next to the "Login button for more information.

### SEARCHING FOR AVAILABLE JOBS

The system makes it easy to find available jobs right on the homepage. Available jobs appear in green on the calendar and in list form under the "Available Jobs" tab.

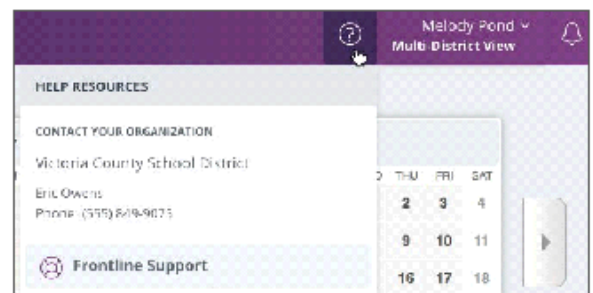


The screenshot shows a calendar interface with dates 13 through 31. Dates 15, 13, and 14 are highlighted in green. Below the calendar is a tabbed interface with three tabs: **3 Available Jobs**, **1 Scheduled Jobs**, and **0 Past Jobs**. The **Available Jobs** tab is selected, showing a list of jobs. The first job is for Fox, Tim, High School Science, on Tue, 7/15/2014, from 8:00 AM to 3:00 PM, Full Day, at Coal Hill School. To the right of the job list is a circular inset showing two buttons: **Reject** (with a red X icon) and **Accept** (with a green checkmark icon).

To accept a job, simply click the **Accept** button next to the absence. If you do not want to accept this job, click the **Reject** button, instead.

### GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click the **Help Resources** tab to go to the Learning Center to search a knowledge base of help and training materials.



The screenshot shows the **HELP RESOURCES** section. It includes a **CONTACT YOUR ORGANIZATION** section with the following information: Victoria County School District, Eric Owens, Phone: (555) 819-9675. There is also a **Frontline Support** link. On the right side, there is a calendar view showing dates 2, 3, 4, 9, 10, 11, 16, 17, 18.

## ACCESSING ABSENCE MANAGEMENT ON THE PHONE

Not only is the system available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

### When You Call into Absence Management

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

When calling the absence management system, you can:

- 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 the Absence Management System Calls You

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

Keep in mind, when the system calls you, it will be calling about one job at a time, even if you're eligible for other jobs. You can always call in (see "When You Call into Absence Management" section above) to hear a list of all available jobs.

**Note:** When the system calls, be sure to say a loud and clear "Hello" after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:

- 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 you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). At this point, the absence management system will list the job details, and you will have the opportunity to accept or reject the job.



## **Professional Substitute Checklist**

<b><u>ARRIVAL</u></b>	<b><u>BEFORE CLASS</u></b>
<input type="checkbox"/> Report to the Principal/school office.	<input type="checkbox"/> Write your name on the board.
<input type="checkbox"/> Ask about IEP/504 plans and extra duties assigned to the regular teacher.	<input type="checkbox"/> Scan lesson plans and locate materials to be used.
<input type="checkbox"/> Obtain keys, daily schedule, lesson plans and teacher's grade book.	<input type="checkbox"/> Locate and review building evacuation plans.
<input type="checkbox"/> Ask how to report tardy or absent students and how to refer a student to the office.	<input type="checkbox"/> Check for posted fire drill, bomb threat, lockdown, tornado and other safety related instructions.
<input type="checkbox"/> Locate teachers' restrooms and work room/lounge.	<input type="checkbox"/> Review class rules as posted or listed in the teacher's lesson plans.
<input type="checkbox"/> Introduce yourself to teachers adjacent to your classroom.	<input type="checkbox"/> When the bell rings, stand in the doorway and greet students as they enter.
	<input type="checkbox"/> Use the seating chart, if provided, to take attendance.

<b><u>THE REST OF THE DAY</u></b>	<b><u>DEPARTURE</u></b>
<input type="checkbox"/> Greet students at the door and involve them in a learning activity right away.	<input type="checkbox"/> Instruct students to straighten and clean their work areas.
<input type="checkbox"/> Review the schedule and routine with the class.	<input type="checkbox"/> Remind students of homework.
<input type="checkbox"/> Carry out the lesson plans and assigned duties to the best of your abilities	<input type="checkbox"/> Complete any forms the teacher/Principal directed you to prepare.
<input type="checkbox"/> Improvise if needed by extending practice, elaborating on activities, or supplementing lesson plans.	<input type="checkbox"/> Leave the teacher a note of what was or was not accomplished: attach any documents received that day.
<input type="checkbox"/> Use planning time to grade work and prepare for the remainder of the day or the next, if you will be returning.	<input type="checkbox"/> Organize and label work turned in by students.
<input type="checkbox"/> Be fair, flexible and consistent in dealing with students.	<input type="checkbox"/> Close windows, turn off equipment and lights, and leave the room in good order before you lock the door, if directed to do so.
<input type="checkbox"/> Be positive and respectful in your interactions with students and staff.	<input type="checkbox"/> Turn in keys
	<input type="checkbox"/> Confirm if you will be needed again the next day.

# Acknowledgement Form

2024-2025 School Year

I, \_\_\_\_\_, have reviewed in detail the  
*Substitute Name*  
the District's Substitute Teacher Handbook, and I agree to follow the information, procedures, practices and policies referenced therein. Further, I agree to discuss with the building principal or Human Resources Director any questions I may have concerning the contents of the handbook.

I understand and agree:

1. that this handbook is intended as a general guide for substitute teachers and that it is not intended to create any sort of contract between the District and any one or all of its employees;
2. that the District may modify any or all portions of this handbook, in whole or in part, at any time, with or without prior notice; and
3. that in the event the District modifies any of the handbook, the changes will become binding on me immediately upon issuance of the new handbook by the District.

I understand that as a substitute employee of the District I am required to review and follow the information, procedures, practices and policies set forth in the District Substitute Handbook and I agree to do so.

\_\_\_\_\_  
*Substitute Employee Name (please print)*

\_\_\_\_\_  
*Signature of Substitute Employee*

\_\_\_\_\_  
*Date*

**Return this signed form to the Central Office.**