

ASD Human Resources: Substitute Handbook and Absence Management Guide

We

Our Subs!

Anchorage School District Substitute Handbook

Dear Fellow Education Professional,

Welcome! We are pleased you have chosen to serve as a substitute with the Anchorage School District. You are an important part of the team in the schools and departments where you work. We hope you recognize the important role you play and seek to make every student successful. Your commitment to excellence will enable us to uphold our district's mission to educate all students for success in life.

This Substitute Handbook provides vital information that will help guide you through a successful year. Substitutes are responsible for reading and abiding with all Anchorage School District policies, procedures, and guidelines including those contained in the Substitute Handbook. The last section of the handbook contains information on how to use our substitute job system, Absence Management. While this is highly useful information, please remember that the information in this handbook is an overview and is not intended to supersede district policy and/or federal or state law.

If at any time you need assistance in your role as a substitute, please do not hesitate to contact us in the Talent Management Department at talentmanagement@asdk12.org.

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Important Information for Working

Useful Applications

The Login Portal mentioned above links to the applications used by ASD staff. Some applications important to substitutes are:

ASD Webmail: Regular communication is via ASD email. Please check it regularly and remember that it is not for personal use.

Frontline Applications Includes Absence Management, the submanagement system used to obtain substitute jobs.

District Connection: Your Employed D/Pin can be found here.

EmpCenter: Timecard

Obtaining Substitute Jobs in Absence Management

Log into Absence Management:

1. From the Login Portal, click *Frontline Applications*. Click *Absence Management*.
2. On first login, look for and customize settings such as whether you want to receive phone calls offering jobs. If you do not adjust this setting, the system will automatically call you every weekday to offer you substitute jobs.
3. Once you are set up, use it to find and accept jobs. Be sure to check it regularly for new subjobs or changes to existing jobs.

The [Substitute Handbook and Absence Management Guide](#) contains instructions on using the Absence Management system.

To obtain your employee

Retired Anchorage School District Employees

We love to have our retired ASD staff substitute with us! However, please be aware that under IRS regulation, a bona fide separation of employment is required when retiring from a position. Retirees are required at the time of retirement to certify that no prearrangement for reemployment in any capacity with the same employer has been made for the restricted

Tips for Successful Substituting

Remember to check your jobs in the system prior to leaving home to make sure there haven't been any changes to the job.

If you are assigned a job, be sure to have the job number when you arrive at school.

Write down all the information for each assignment you accept through Absence Management.

If you are not receiving assignments through Absence Management, call Talent Management for further assistance.

If you prefer to work at specific schools, you can mark these schools in your Absence Management account. You can also introduce yourself to the school front office to start a connection with the employees there.

If you are subbing at an elementary school or a PE position,

Students in the Life Skills program will have an Individualized Education Program (IEP) to meet their unique needs. Students may also have a behavior intervention plan or individualized matrix, which indicates their preferences, sensory needs, level of support, and individualized plan for meaningful activities.

➤ *Visual Supports*

Students in the Life Skills program may have a variety of visual supports/materials in place to support learning and communication, such as individualized work systems/schedules, labeled classroom and school locations/objects, visual cue cards, first/then, "to do" list, or routines/sequences.

➤ *Community Based Instruction*

An element of effective programming for students in the Life Skills classroom often includes Community Based Instruction (CBI), which are hands-on, functional, and meaningful activities within community environments that encourage the development of necessary life skills.

➤ *Communication Systems*

Students in the Life Skills program may use individualized communication systems throughout the day, allowing them to effectively express and understand communication. This might include systems such as a Picture Exchange Communication System (PECS) or a Speech Generating Device.

➤ *Medical Supports*

Students in the Life Skills program may have a medical need/diagnosis and Individual Health Care Plan. The plan outlines medical orders for all procedures (G Tubes, Suctioning, diets, etc.).

Structured Learning Program Overview

The Anchorage School District SLQ program promotes a moderate to highly structured classroom setting designed for students requiring strategies and curriculum to facilitate communication and social skills while teaching grade level expectations. The Structured Learning Classrooms are located in neighborhood schools in regional locations throughout the district. Students are typically on a diploma track and participating in Alaska Measures of Progress (AMP) testing. Generating are located in

Student Population

When subbing in an SLC classroom you will be supporting students

Assist students to and from the bus.

Prepare instructional materials including assistive technology devices for student use.

Collect data and information on a student's functioning for IEP goals and

You will perform the duties assigned to the employee you are replacing unless reassigned by the principal or their designee.

Substitute teachers perform the duties of the teacher they are filling in for, such as:

- Following the lesson plans left by the regular classroom teacher.
- Correcting

Professional Ethics & Code of Conduct

Substitute employees have professional obligations. With this in mind, please observe the following:

Schools are for the students, and the first obligation is to the student.

The substitute is on the same professional level as the regular employee and should be aware of their responsibilities.

The substitute should maintain a positive attitude of cooperation with coworkers and the public, respecting the authority of those in administrative positions.

Substituting is a position of public trust. All school district personnel, including substitutes, must protect confidential information regarding individual students. *Do not discuss students' conduct, grades, or abilities with anyone outside the school district or with unauthorized personnel.*

The substitute should use extreme caution in expressing personal reactions and opinions about what they see and hear in the environments where they work.

CellPhoneUse

Cellphones are permitted but use should be limited to during break periods, or for emergencies. It is not appropriate to use a cell phone for personal purposes during a class period. It is not appropriate to use a cell or smart phone to take photos in restroom, dressing room, or locker room, or to take a photo of any student or adult.

Security of Personal Belongings

When working in our schools as a substitute, you may or may not have access to any type of locked cabinet or desk. Therefore, you are encouraged to leave any items of value locked in the trunk of your car or at home. Please take only what you need to substitute: keys, money for the cafeteria or vending machines, pencils, pens, paper, tissues, etc.

Safety Requirements

Safety is your most important responsibility. Employees should follow Anchorage School District safety rules and regulations and should report unsafe conditions or practices to the appropriate supervisor.

- Locate and review emergency signs, instructions, and equipment in the classroom or office.

- Read and familiarize yourself with emergency procedures for lockdown, stay put, earthquake or fire drills, and other disaster and crisis response as well as the classroom monitoring plan (e.g. student use of restroom, pass system, pull outs, etc.)

- Training is available in ASD's crisis response model, ALICE. Please see the trainings

Resigning/Removal From the Substitute Roster

1. If you wish to end your substitute employment with the Anchorage School District, please complete a Notice of Resignation form #516 and return it to the Talent Management Department. The form is available online:
 - a. On the ASD homepage, click *Employee Options* and log into the

Q: My job was cancelled at the last minute, what happened?

A: An already accepted job may need to be cancelled at the last minute by either the school or employee. Please be mindful to check your accepted jobs and your ASD email in the morning prior to leaving for work.

Q: Do I get paid for mileage?

A: No, substitutes are not reimbursed for mileage.

Notes for the Absent Employee

Use this template to leave follow up notes for the absent employee.

Substitute name:

Date:

Times:

Email/phone (If you have questions):

Employee Name/Position:

What went well/what was accomplished/who helped:

Issues or concerns you may want to know about:

Notes for the Absent Teacher

Use this template to leave follow up notes for the absent classroom teacher.

Substitute name:

Date:

Times:

Email/phone (If you have questions):

Employee name/classroom:

How the lessons went and what was/wasn't completed:

What went well and who helped:

Issues or concerns you may want to know about:

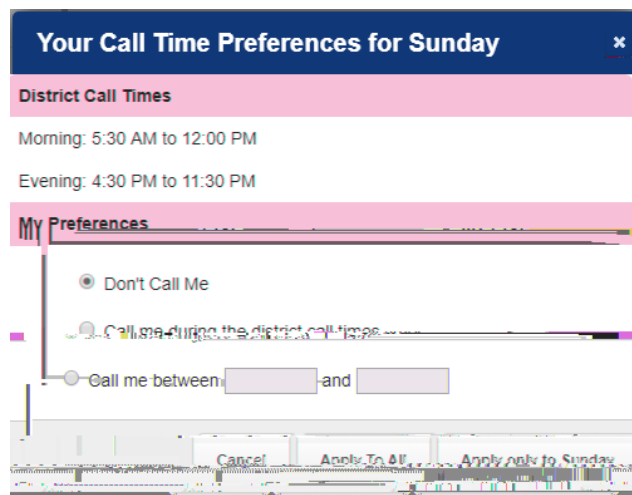
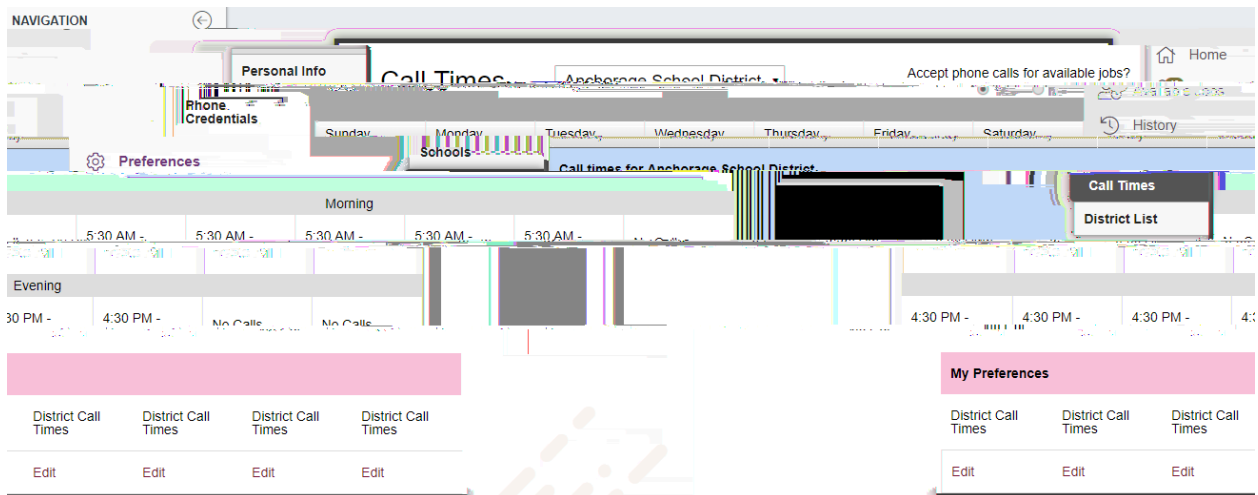
The Absence Management System

Setting and Changing Call Times

By default Absence Management will substitute during the district times of 5:30 a.m. to 12 p.m. and 4:30 p.m. to 11:30 p.m.

If you would prefer to specify what times of day you wish to receive calls about open substitute jobs:

1. In the left column click *Preferences*, then click *Call Times*.
2. Click *Edit* and you can choose among the options *Don't Call Me*, *Call me during district call times*, or specify your own time range.
3. Choose either *Apply to All* or *Apply only to Sunday*.
4. You may also choose to turn off the phone option by clicking *No* at the upper right next to Accept calls for available jobs?



Adding Non-work Days

ASDSubDispatchand the AbsenceManagementssystemwill not try to contactyou for jobs on daysyou set asnon work days.To mark daysyou do not wish to work, go to the calendar on the home screen.Clickon the date you do not wish to work. At the bottom of the pop up box, select*Add Non Work day*. Clickthe arrow at the right of the calendar to view future months.

Creating a Location Preference List

To create a list of schools where you are willing to work, in the left column click *Preferences*. Click the tab *Schools* and select either the radio button *Show me assignments...* or *I don't want to see assignments...* Check or uncheck the box next to each calendar wish

Accepting a Job

When looking for a substitute job, review the area in the lower half of the home screen, on the tab *Available Jobs*. If you see a job you are interested in, simply click *Accept* to the far right. If the job is a multi-day job you are required to select *See Details* before you are able to accept the job. The details section will provide additional information concerning the job like content taught, grade level, or special instructions from the teacher.

There is no need to reject a job you are not interested in. However, if you would prefer to no longer see the job in the available list, click the red and white *Reject* button and it will be permanently removed from your list of available jobs.

Cancelling an Accepted Job

If you find you are not able to substitute after accepting a job, cancel your acceptance as soon as possible. On the home screen, click *Cancel* to be

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Using Absence Management on the Phone

Not only is Absence Management

ASD Statement of Nondiscrimination for Publications

The board is committed to an environment of nondiscrimination on the basis of race, color, religion, sex, age, national origin, economic status, union affiliation, disability and other human differences. No person shall be excluded from participation in, or denied the benefit of, any academic