

# Glenview District 34 Substitute Teacher's Handbook



**Kevin Dorken**

Assistant Superintendent of Human Resources

Last updated July 2024

# WELCOME!

It is a pleasure to welcome you as a Substitute Teacher for the Glenview Public Schools District 34. We are pleased that you have chosen to join our team and to share our goal of providing a quality education for all. You are a vital part of our school system and play an important role by providing continuity of instruction during absences of regular teaching staff. It is our hope that this handbook, prepared especially for you, will be a helpful source of information that will serve to make your employment satisfying and rewarding.

Your services are greatly appreciated. We hope you find satisfaction in your contributions to student learning within the Glenview Public Schools District 34. We extend to you our sincere best wishes for a successful school year. If you have any questions regarding a topic that is included in the handbook or anything related to your employment, please contact the Human Resources Department at (847) 998-5124.

Kevin Dorken  
Assistant Superintendent of Human Resources

## OUR SCHOOLS

### **Attea (6-8)**

2500 Chestnut Avenue  
Phone: (847) 486-7700  
Hours: 8:15 AM-3:10 PM

### **Springman (6-8)**

2701 Central Road  
Phone: (847) 998-5020  
Hours: 8:15 AM-3:10 PM

### **Glen Grove (3-5)**

3900 Glenview Road  
Phone: (847) 998-5030  
Hours: 7:45 AM-2:40 PM

### **Henking (K-2)**

2941 Linneman Street  
Phone: (847) 998-5035  
Hours: 8:45 AM-3:40 PM

### **Hoffman (3-5)**

2000 Harrison Street  
Phone: (847) 998-5040  
Hours: 7:45 AM-2:40 PM

### **Lyon (K-2)**

1335 Waukegan Road  
Phone: (847) 998-5045  
Hours: 8:45 AM-3:40 PM

### **Pleasant Ridge (3-5)**

1730 Sunset Ridge Road  
Phone: (847) 998-5050  
Hours: 7:55 AM-2:30 PM

### **Westbrook (K-2)**

1333 Greenwood Road  
Phone: (847) 998-5055  
Hours: 8:55 AM-3:30 PM

### **Diana O'Donnell, Principal**

Allyson Thorne, Asst. Principal, Teaching & Learning  
Amy Frederick, Asst. Principal, Student Services  
Beatriz Rebollar-Salvarrey, Administrative Asst.  
Diane Kaneshiro, Administrative Asst.  
Health Office: Bernadette Godley

### **Megan Russell, Principal**

Lisa Engel, Asst. Principal, Teaching & Learning  
Megan Chin, Asst. Principal, Student Svcs.  
Kat Szwedo, Administrative Asst.  
Graciela Ramirez Knorr Administrative Asst.  
Health Office: Whitney Henrique

### **Kate Ellison, Principal**

(open), Asst. Principal  
Donna Krueger, Administrative Asst.  
Health Office: Jennifer Hastings

### **Patricia Puetz, Principal**

Rebecca Brown, Asst. Principal  
Alma Brito, Administrative Asst.  
Health Office: Diana Luna

### **Selene Stewart, Principal**

Dan Polonsky, Asst. Principal  
Amy Franco, Administrative Asst.  
Health Office: Marylyn Briones

### **Stefanie Shefler, Principal**

Amanda Spsychalski, Asst. Principal  
Maureen Connolly, Administrative Asst.  
Health Office: Sydney Hellmer

### **Erik Friedman, Principal**

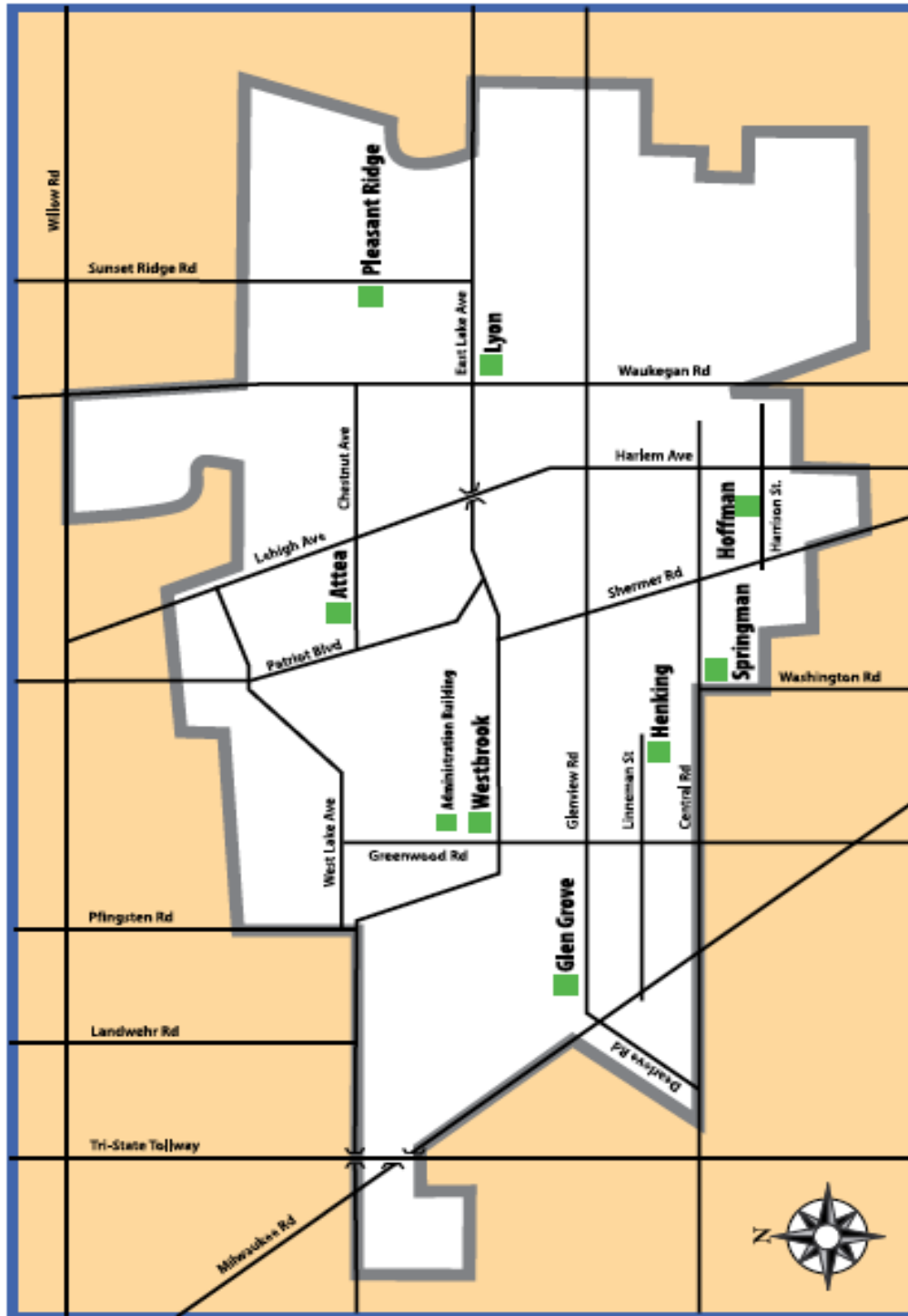
Luke Larmee, Asst. Principal  
Lauri Dominguez, Administrative Asst.  
Health Office: Donna Herrmann

### **Patrick Hoeft, Principal**

Martha Rode, Asst. Principal  
Debra Crask, Administrative Asst.  
Health Office: Beth-Anne Giazzon

# MAP OF SCHOOLS

## Glenview School District #34



## ROLE OF THE SUBSTITUTE TEACHER

The substitute teacher is the licensed employee in charge of the classroom in the absence of the regular teacher. The major responsibilities of the substitute teacher are the delivery of the instructional program to the class and to provide for the well-being and education of the students in the classroom. While the substitute teacher is there to ensure the students learn, the first responsibility is to maintain the care, welfare, safety and security of the students in the classroom.

A substitute teacher needs to work closely with the regular staff to maintain the continuity of the regular classroom program and routine, help develop concepts and skills, and nurture every student's potential. The substitute teacher is responsible for providing for the needs of the class, and for ensuring that established rules, procedures, and all assigned responsibilities are performed in an effective and helpful manner.

## REQUIREMENTS FOR SUBSTITUTE TEACHERS

Glenview Public Schools District 34 strives to provide the best substitute teachers possible for its students. Appropriate licensure is required to be assigned as a substitute. Only fully credentialed teachers are used for long-term assignments.

The Substitute teacher is responsible for re-filing for an expired credential. Failure to hold a valid credential will result in denial of assignments.

**PHYSICAL DEMANDS:** This position requires the physical ability to work with students and safely monitor their activities in classrooms, learning centers, cafeterias, playgrounds, etc. which might include sitting on the floor, using gym equipment, climbing steps and ladders, pushing student wheelchairs, and lifting/transferring students.

The requirements for substitute teaching are determined by State and local Policy. New substitute teachers may be placed on the active substitute list after submitting to the Human Resources Office an on-line application and the following:

1. Your CURRENT license (Illinois Teaching or Substitute Teaching), or a copy of same, registered in Cook County (Region 05) showing expiration date
2. A copy of your official transcripts from your college
3. Evidence of freedom from TB – a negative tuberculin skin test or x-ray within the past six (6) months. This is required when a substitute initially applies; it is not needed each year.
4. Pre-Employment Fingerprinting Form (fingerprints to be completed at our District Office located at 1401 Greenwood, Glenview)
5. Child Abuse Mandated Reporter form
6. Drug & Alcohol-free Workplace form
7. Federal & State withholding forms, properly completed

8. Teacher Retirement System forms
9. Citizenship Verification (Form I-9), properly completed
10. Computer Usage Agreement
11. Annual completion of Global Compliance Network online tutorials

## INFORMATION ABOUT FRONTLINE ABSENCE MANAGEMENT

Glenview Public Schools District 34 has implemented an automated Substitute Employee Management System called **FRONTLINE ABSENCE MANAGEMENT**, which uses a computer with an automated voice response system to assign substitutes. This technology for assigning substitute teachers is timely, efficient and **easy to use**.

Using your touch-tone telephone keypad, you can call in to hear jobs you may want to accept, you may change your telephone number, enter dates when you are unable to work and much more. The system also calls you to offer job assignments (use PIN 5000 when prompted).

The benefits **FRONTLINE ABSENCE MANAGEMENT** provides substitutes are:

1. Potential for more jobs, particularly for new substitutes.
2. You tell **FRONTLINE ABSENCE MANAGEMENT** when you want to work.
3. You can be proactive and search for prospective jobs.

## ASSIGNMENT POLICIES

Please notify the HR office during the summer if you do NOT plan to return to the substitute pool.

The individual school offices, as well as the Human Resources Office, have the responsibility for the assignment of substitute teachers. When a substitute is needed for one of our assignments, our automated substitute calling system, ABSENCE MANAGEMENT, will call you to recruit you for work. Although substitutes are needed throughout the year, **there is no guarantee that an applicant will work on a regular basis**. All substitutes in the pool will be given the opportunity to work. The number of substitutes in the pool will determine how often you are called upon to substitute. Being available only for certain days, grade levels or subject areas may also limit your employment.

## AVAILABILITY/CHANGE OF STATUS

It is important to keep the Human Resources Office informed of your availability and changes of phone and address, or acceptance of a long-term assignment in another district, or if you will be unavailable for two consecutive weeks or more. Be sure to log in to ABSENCE MANAGEMENT and record any change in your availability or status, such as: change in days of availability or new phone number, or a request to be removed temporarily from the list because of illness, travel, etc. The ABSENCE MANAGEMENT system automatically records the

number of times substitute teachers reject or hang up on the ABSENCE MANAGEMENT calls; therefore, ***if you are unavailable for any number of days, log in to ABSENCE MANAGEMENT to change your status to "non-workday,"*** otherwise the ABSENCE MANAGEMENT system and the building administrative assistants will continue to call you.

## ASSIGNMENT PROCEDURES

1. You will be called between 4:00 p.m. and 10:00 p.m. on the day before an assignment and between 6:00 a.m. and 8:30 a.m. on the day of an assignment to be assigned to substitute. You should be prepared to personally answer telephone calls made to your home between those times.
2. When called you will be given information which includes grade level or subject, the name of school, absent teacher's name, length of assignment, the time class begins.
3. When accepting an assignment, you should be ready to leave for the assignment in enough time to report to the school office **twenty to thirty (20-30) minutes** before school begins. **If subbing for a whole day, you are expected to report for the full day, even if your class does not begin at the opening of school, or ends before the closing of school.** If subbing for a half day, you are expected to work the full half-day. Report to the school office upon arrival. At this time, you will learn if your assignment has been altered in any way (other duties assigned, change of classes, etc.).
4. If unable to arrive on time for any reason, *please call the school* to notify the office that you will be late.
5. Assignments, which are not specifically "one day" assignments, are of an undetermined length. When you accept an assignment, please be prepared to continue until the teacher returns. Otherwise, do not accept the assignment.
6. Since you are not paid hourly, **you are expected to work either a full day or a full half-day**, regardless of the start and end time of the staff member. There is always work to be done either in that classroom, the resource center, or the school office.
7. If, for some reason, you are unable to substitute on a day you are scheduled, **notify ABSENCE MANAGEMENT as soon as possible, and call the school office directly.**
8. **Several** consecutive rejections indicate to the substitute coordinator that you are no longer interested in substitute teaching, unless you have notified the sub coordinator otherwise.

## ASSIGNMENT CHANGES

1. Our goal is to provide continuity in the classroom. You may be asked to return to an assignment for additional days if needed, even if you were previously assigned elsewhere. If you have any questions the building secretary will verify your assignment.
2. If you arrive at the school site and you learn that the assignment you were called for is no longer necessary, you will be reassigned somewhere in the district. Electing to go home means you will not be paid for that day.

3. **The School Office reserves the right to change the grade level or subject assignment.** In addition, it may occasionally be necessary to cancel or change a future substitute assignment. When this happens, every effort is made to contact you as soon as possible.

## LONG-TERM ASSIGNMENTS

1. Long term assignments are available to fully credentialed teachers only unless the assignment is for an associate.
2. A long-term assignment usually becomes effective after subbing ten (10) consecutive days in the same classroom.
3. The long term sub rate (please refer to Wage Scale section) only applies to certified teaching assignments. Days 1-9 are paid at the regular daily rate. On day 10 the long term rate will kick in and backpay the difference for days 1-9.
4. If assigned to a school indefinitely, continue to report to that assignment until notified by the school office that the assignment has ended.
5. Long-term substitutes are expected to fulfill regular classroom teacher duties to the extent possible.

## SUBSTITUTES ARE AT-WILL EMPLOYEES

**Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship. Board Policy 5:270**

## REMOVAL FROM SUBSTITUTE LIST

Names of substitute teachers may be removed from the active substitute list for the following reasons:

1. Request of the Building Principal
2. Action of the Executive Director of Human Resources
3. FRONTLINE-generated reports showing frequent hang-ups, rejections or unresponsiveness to the FRONTLINE calling system
4. Substitutes may be removed if they do not work within a 3-month period of time without explanation
5. "Do Not Send" notices are received from at least two schools
6. Substitutes may not substitute teach in a school where their child is enrolled (unless exception from principal)
7. Frequently arriving late



## HOW TO BE A SUCCESSFUL SUBSTITUTE

### Arrival Time

You should arrive at school at the time the ABSENCE MANAGEMENT automated sub caller instructed you, usually **20-30 minutes prior to the beginning of school or half day**. This is the time to spend going over plans for the day, books and materials needed, special procedures, etc. You should locate and review emergency plans, as well as specific behavior intervention plans for students. If there is still extra time before class begins, please check with the office to see if you can be of service. If you are not at the school site on time, and you have not notified the school, your assignment will be canceled and given to another substitute teacher.

### Reporting to the School

1. Check in at the school's main office. **\*NOTE: Be sure to sign the Substitute Sign-In sheet upon arrival.**
2. Ask the principal or school secretary if any special responsibilities (lunch or bus duty, etc.) are assigned to the teacher for whom you are substituting.

### In the Classroom

The teacher should have available on her desk the following:

- Lesson plans
- Seating chart
- Daily program
- Location of necessary materials
- Suggested activities
- Information on particular needs of individual children

***If adequate lesson plans are not available, please report this to the principal so that he/she may assist you.***

### Emergency Drills

Substitutes should acquaint themselves with the emergency drill procedures. Each classroom should have a classroom emergency folder. Please review the fire and emergency evacuation plan for the room in which you are teaching. Individual schools may have slight variations in their procedures, but in all schools the emphasis is on prompt, orderly evacuation of the building.

### Accidents

All injuries to teachers or pupils should be reported to the principal at once. If the health coordinator is present, she will administer first aid; if she is not available, the principal or designated person will administer first aid and make necessary arrangements.

### Energy Guidelines

The District 34 Board of Education has adopted an energy policy that includes energy-saving guidelines for all district employees.

*During the school day:*

- Keep classroom/office doors closed
- Turn off the lights in unoccupied classrooms/offices
- Keep air vents clear

*At the end of each day:*

- In classrooms, put eMacs/iMacs in sleep mode by clicking on the SLEEP button
- In classrooms, shut down all other AV equipment and electronics including computers (non-eMacs/iMacs), monitors, and speakers
- Close blinds/draperies.

## WHEN STUDENTS ARRIVE

The following may not be applicable to all substitute assignments. Special education substitutes are encouraged to see the principal for specific procedures for the assignment.

1. Meet students at the classroom door. Be sure they enter the room in an orderly and quiet manner. This could set the tone for the day or period.
2. Introduce yourself to the class; write your name on the board. Please do not use your first name.
3. Establish your authority as their TEACHER for the day. Let students know your expectations. A positive, but firm attitude will help to make your day successful.
4. Start class promptly; this helps to reduce discipline problems.
5. Generally, you will need to take attendance at the beginning of the day, (or period.) A helpful technique is to ask a dependable student to assist you. Assuming that there is a seating chart, assure that the students are in their proper seats. Announce the names of students you will be reporting as absent; this may straighten out any seating or attendance discrepancies.
6. Check pupils to see if there are any health problems. All children who do not appear to be well or who complain of feeling ill should be sent to the health coordinator's office.

**Lunch** and **milk** orders are taken at the beginning of each school day in the elementary buildings either on the computer (PowerSchool) or with a paper attendance/lunch order form. (Prices are subject to change.)

## CLASSROOM INSTRUCTIONAL TECHNIQUES

1. Follow the teacher's lesson plans as closely as you can. Try not to go beyond the teacher's plans in introducing new materials. If you find it necessary to deviate, be sure to leave a note for the regular teacher with that information.
2. It is a good idea to have some plans and activities of your own that can be used if there are no lesson plans or if the class covers the planned material before the end of the day (or period.) Other teachers in the same grade level or subject area can be helpful if additional ideas are needed.
3. Use clear, consistent instructions in directing every activity.
4. Whenever possible, the students' understanding of processes and concepts previously introduced should be emphasized, rather than the introduction of new materials. This is especially true in one-day assignments.
5. If time permits, correct the work you have assigned.

### **\*IMPORTANT\***

Students will not be dismissed before the appointed times. Exceptions for individual pupils may be made if a parent or guardian sends a note to the principal. No pupil will be released from school to go with any adult other than a parent or guardian without the written permission of the parent or guardian.

### **AT THE END OF THE DAY**

A note for the regular teacher indicating what work was completed, assigned and problems, if any, is suggested. Before you leave at night, please be sure to sign the Substitute Report and **TURN IN YOUR BADGE** in the main office.

### **ETHICS AND PROFESSIONAL RESPONSIBILITY**

Observations, suggestions, and criticisms should be made only to the principal of the school involved. All records should be considered confidential and other information about individual students should also be held in the strictest confidence.

### **WAGE SCALE AND PAY DAYS**

The substitute wage scale for the Glenview Public Schools District 34 is \$140.00 per day. The wage scale for a **teacher** long-term sub position is the current 1<sup>st</sup> step of the bachelor's rate. The wage scale for an **associate** long-term sub position remains \$140 per day.

Beginning July 1, 1990, all substitute teachers are members of the Teacher's Retirement System and there will be a 9% withholding paid to the system. Should you leave teaching, you may receive a refund of your contributions. Contact the TRS for withdrawal procedures. **A retired Tier I member may work in a TRS-covered position for 120 days or 600 hours.**



**2024-25 SCHOOL YEAR  
TIMESHEET & SUBSTITUTE  
PAY SCHEDULE**

**TIMESHEETS ARE DUE FOR SUPERVISOR APPROVAL EVERY SATURDAY**

**SUBSTITUTE ENTRIES MUST BE POSTED IN FRONTLINE BY FRIDAY EACH WEEK**

PAY PERIOD	PAY DATE	
	Day	Date
6/16/24 - 6/30/24	Monday	July 15, 2024
7/1/24 - 7/15/24	Wednesday	July 31, 2024
7/16/24 - 7/31/24	Thursday	August 15, 2024
8/1/24 - 8/15/24	Friday	August 30, 2024
8/16/24 - 8/31/24	Friday	September 13, 2024
9/1/24 - 9/15/24	Monday	September 30, 2024
9/16/24 - 9/30/24	Tuesday	October 15, 2024
10/1/24 - 10/15/24	Thursday	October 31, 2024
10/16/24 - 10/31/24	Friday	November 15, 2024
11/1/24 - 11/15/24	Friday	November 29, 2024
11/16/24 - 11/30/24	Friday	December 13, 2024
12/1/24 - 12/15/24	Tuesday	December 31, 2024
12/16/24 - 12/31/24	Wednesday	January 15, 2025
1/1/25 - 1/15/25	Friday	January 31, 2025
1/16/25 - 1/31/25	Friday	February 14, 2025
2/1/25 - 2/15/25	Friday	February 28, 2025
2/16/25 - 2/28/25	Friday	March 14, 2025
3/1/25 - 3/15/25	Monday	March 31, 2025
3/16/25 - 3/31/25	Tuesday	April 15, 2025
4/1/25 - 4/15/25	Wednesday	April 30, 2025
4/16/25 - 4/30/25	Thursday	May 15, 2025
5/1/25 - 5/15/25	Friday	May 30, 2025
5/16/25 - 5/31/25	Friday	June 13, 2025
*6/1/25 - 6/30/25	Monday	June 30, 2025

**\*JUNE ONLY:** Please submit all your planned timesheets for the period of June 22-30th **by June 20th**. June is the only month that you can submit electronic timesheets ahead of time.

All substitute teachers and tutors are required to pay the Medicare portion of Social Security. The 1.45% deducted, and matched by the School District, is deposited in your name with the Social Security Administration.

## HELPFUL TIPS

### CLASSROOM MANAGEMENT

1. Start the day out quickly, firmly, concisely. Be pleasant. Appear confident. Let the students know "anything doesn't go." Your first words and actions usually go a long way to set the day's discipline.
2. You are legally responsible for the students' safety. While on campus, students are not to be left unattended at any time. Do not release a student to anyone without approval from the office.
3. Maintain established routines as much as possible. Try to hold to time schedules, etc.
4. Know the students' names. Have students who seek attention help you -- even the smallest tasks can put them on your side.
5. With any group, smile, be friendly, show enthusiasm, and be positive. Try to see that every student has some success or praise. A pleasant word or an appreciative smile works wonders.
6. Problems might be eliminated if questions are phrased so only one student will answer or so children will raise hands.
7. Solve problems "on the spot." Never degrade students, but do handle problem situations when they occur.
8. Deal with the individual student, not the group, when corrections are necessary. Have all the facts. Listen to both sides of a story. Focus attention on the problem. Give the child the benefit of the doubt.
9. Maintain the use of conservative, non-controversial, acceptable language when in the classroom. The use of foul, vulgar, or sexually suggestive language creates a potentially volatile situation for the students as well as the teacher. Please caution yourself in this area.
10. There should never be any physical contact with the students such as laying on of hands or pushing. Should a behavioral situation occur which might require the restraint of a student, report the matter immediately to the supervising administrator.

### DISCIPLINE

The goal of discipline is to help students build their own self-control. Discipline techniques must be positive and rely on a problem-solving approach. It is important to be patient and consistent. A few discipline techniques that may be used include:

1. A positive approach to discipline is encouraged. Be pleasant, yet firm.
2. Discipline problems tend to be minimized in a classroom where the substitute is prepared, organized, adaptable and demonstrates understanding.
3. Retaining student attention can be difficult; however, the manner of presentation can make a difference.
4. District policy does not permit corporal punishment.
5. Do not touch, push, pull, shove, slap or punch a student in an attempt to discipline the student.
6. If serious discipline problems arise and you are unable to solve the problem, do not hesitate to contact the principal.
7. Whenever talking to a student, squat down to their eye level. However, do not get in their "personal space."
8. Encourage students to think of alternative solutions to the conflict. Help the student see the consequences of his/her actions. Don't get into a power struggle with the student. Work with

regular staff and attempt to give the student options that will allow them to maintain his/her dignity.

9. Suggest that the student use his/her words to express feelings instead of using aggression. You may need to assist the student at first. Let students know how well they handle a situation when using their words.
10. Remind students of the rules. Help them to understand why their behavior may not be acceptable. Use words the student can understand and be consistent.
11. Ignore bad behavior. Reward good behavior. Praise behavior that you like. Tell the student what you want instead of what you don't want.
12. Acknowledge the students' feelings. Let them know it is okay to feel sad or angry, but not okay to be aggressive. Promote self-esteem.
13. Redirect or distract. Shift a student's attention, or redirect the student to another activity to avert a problem before it gets out of hand.
14. No single technique will work with every student. Match the technique you use to the individual student and the situation.
15. Be a positive role model. Students learn by example.

We may disapprove of a student's behavior, but never the student. You may say, "That is not a good thing to do," but never, "You are not a good boy." A student needs to know that you still like him/her even though he has hurt another student, destroyed something, or done something that he should not have done. Remember: **always be a positive role model.**

VERBAL Components of positive behavior include:

- A firm and clear voice
- Expressing feelings and beliefs honestly and directly
- Standing up for one's legitimate rights
- Expressing respect and empathy for others
- Use of "I" statements
- Taking the initiative in interpersonal encounters
- Offering alternatives

NONVERBAL Components of positive behavior include:

- Good eye contact
- Appropriate facial expression
- Relaxed and natural posture
- An air of confidence
- Maintaining appropriate distance from the other person

Listed below are a few key words/phrases to use:

- I knew you could do it.
- Good job!
- I see you are working very hard.
- That shows a great deal of work.
- Good thinking!
- Keep on trying; you've almost got it!
- Show me how you can...(pick up pencils on the floor, line up quietly, etc.)
- Super!!

- That was very kind of you.
- Thank you.

Remember to...

- React positively
- Give the child an acceptable solution that he can carry out
- Be patient and try again
- Trust the child's judgment
- Reinforce learning with praise
- Offer a child alternatives whenever possible

Below is a problem-solving technique developed as an intervention to aid communication.

- Identifying and describing the problem
- Defining and determining the causes of the problem
- Deciding on a goal and identifying alternative solutions
- Selecting and implementing a course of action
- Evaluating the results

# SCHOOL CALENDAR

[Visit the calendar page of the District 34 website for the most current information.](#)

## Glenview District 34

# 2024-2025

### School Year Calendar

AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
11	20	22	18	15	19	19	16	21	21	3
7	19	21	17	15	19	18	16	21	21	2

<b>STAFF</b>									
<b>STUDENTS</b>									

**176 STUDENTS      185 STAFF**

July 24						
Su	M	Tu	W	Th	F	Sa
	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 24						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 24						
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22	23	24	25	26	27	28
29	30					

October 24						
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27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 24						
Su	M	Tu	W	Th	F	Sa
	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			

January 25						
Su	M	Tu	W	Th	F	Sa
			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	

February 25						
Su	M	Tu	W	Th	F	Sa
						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	

March 25						
Su	M	Tu	W	Th	F	Sa
						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					

April 25						
Su	M	Tu	W	Th	F	Sa
		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			

May 25						
Su	M	Tu	W	Th	F	Sa
				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

June 25						
Su	M	Tu	W	Th	F	Sa
	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 25						
Su	M	Tu	W	Th	F	Sa
		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 25						
Su	M	Tu	W	Th	F	Sa
						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					

	Summer Flex Day
	Institute Day
	First / Last Day for Students
	No School / District Closed
	Family - Teacher Conferences (No School)
	First / Last Day for Staff
	Emergency Days
	Trimester Start Dates

- Aug 1 - Placeholder for Summer Flex Day
- Aug 19-21 - Institute Days (First Days for Staff)
- Aug 22 - Students First Day: Grades Preschool-8th Grade
- Aug 29 - Intermediate Schools Curriculum Night
- Sept 2 - District Closed
- Sept 5 - Primary Schools Curriculum Night
- Sept 12 - Middle Schools Curriculum Night
- Sept 27 - Institute Day (No School)
- October 3 - District Closed
- Oct 18 - Family-Teacher Conferences (No School)
- Nov 5 - District Closed
- Nov 27 - Institute Day (No School)
- Nov 28-29 - District Closed
- Dec 23 - Jan 3 - Winter Break (No School)
- Jan 20 - District Closed
- Feb 17 - District Closed
- Feb 28 - Family-Teacher Conferences (No School)
- Mar 24-28 - Spring Break (No School)
- April 18 - District Closed
- May 26 - District Closed
- June 3 - Students' Last Day
- June 4 - Staff Last Day
- Jun 5 - 11 - Emergency Days

**TRIMESTER DATES:**

- Trimester 1: Aug 22 - Nov 18
- Trimester 2: Nov 19 - Feb 28
- Trimester 3: Mar 3 - June 3

This calendar is subject to change per Board approval.

**Final BOE Approval February 13, 2024**



## APPENDIX I

### Absence Management Questions & Answers

Q: DO I HAVE TO HAVE TOUCH-TONE SERVICE TO USE **ABSENCE MANAGEMENT**?

A: No, but you do need a telephone that is tone/pulse switchable.

Q: DO I HAVE TO CALL IN AND REGISTER WITH **ABSENCE MANAGEMENT** BEFORE I CAN RECEIVE JOB OFFERS?

A: Yes. You will not receive any job offers until you have registered!

Q: DO I HAVE TO REGISTER EVERY TIME I CALL IN?

A: No. You only have to register once.

Q: WHAT HAPPENS IF **ABSENCE MANAGEMENT** CALLS ME AND GETS MY ANSWERING MACHINE?

A: Your answering machine will record some portion of **ABSENCE MANAGEMENT**'s greeting and narration asking for your ID number. **ABSENCE MANAGEMENT** will realize that the phone was answered, but will not leave any information regarding the job. **ABSENCE MANAGEMENT** may call back later and offer you the job again or, you may want to call in and see if anything is available.

Q: WHAT IF SOMEONE IN MY FAMILY ANSWERS THE PHONE AND IT IS **ABSENCE MANAGEMENT** CALLING?

A: You have two choices: 1) If you are not home, you can teach family members how to accept jobs for you. If you choose to do this, please make sure they realize how important it is to tell you about the job after they accept it! 2) If you are home, have the person who answered the phone put the receiver down and call you. **ABSENCE MANAGEMENT** will ask for your ID number 4 times, waiting 30 seconds between each request, so you will have approximately 2 minutes to get to the phone before the call is terminated.

Q: CAN AN EMPLOYEE REQUEST ME FOR HIS/HER ABSENCE?

A: Yes, if the district has chosen to use these options.

Q: WHAT IF THE DAYS I AM AVAILABLE TO WORK CHANGE FROM WEEK TO WEEK?

A: You can change this information yourself, using your touch-tone phone or by logging in to your account and entering or cancelling non-workdays.

Q: CAN I CALL OR LOG IN TO **ABSENCE MANAGEMENT** AND "SHOP" FOR JOBS?

A: Yes.

Q: WHEN I CALL IN TO REVIEW AVAILABLE JOBS, WILL I BE GIVEN A LIST OF JOBS FROM WHICH TO CHOOSE?

A: No. You will hear one job at a time and will be able to accept the job, listen to the job again, or hear the next job. If you accept the job, you may still review jobs for other dates, if there are any available at that time.

Q: IF I ENTER AN UNAVAILABLE DATE RANGE (FOR EXAMPLE, FOR A VACATION) AND RETURN EARLY, CAN I BEGIN TO PICK UP JOBS EARLY?

A: Yes. You must log in to your ABSENCE MANAGEMENT account and manage your availability (delete your non-workdays). You will then be eligible to receive job offers from **ABSENCE MANAGEMENT**, as well as review available jobs.

Q: IF I REJECT A JOB FOR A PARTICULAR DAY, WILL **ABSENCE MANAGEMENT** QUIT CALLING ME FOR THAT DAY?

A: No. **ABSENCE MANAGEMENT** may still call you for other jobs if you meet the criteria.

Q: DO I NEED TO REMEMBER MY CONFIRMATION NUMBER?

A: Yes. You will see the confirmation number by logging in to your account. You will also need this number if you need to cancel the job.

Q: WILL I HAVE THE SAME confirmation NUMBER FOR ALL MY JOBS?

A: No. Every new job you accept will have its own confirmation number.

Q: CAN I CANCEL A PREVIOUSLY ACCEPTED JOB IN THE EVENT OF AN EMERGENCY?

A: Yes. From the Main Menu, choose option #3 - To Cancel a Job. You must know the confirmation number to cancel a job. If you try to cancel a job after the **Substitute Cancel Deadline**, you will be instructed to call the Substitute Help Line. Please also notify the building administrative assistant where you had been assigned.