



MEAD

SCHOOL DISTRICT

Substitute Handbook

Mead School District #354 is an equal opportunity employer and does not discriminate against otherwise qualified applicants on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. Inquiries regarding compliance procedures may be directed to the District's Title IX/RW 28A.640 Officer, Section 504 Coordinator, Josh Westermann, josh.westermann@mead354.org and/or Affirmative Action officer, Keri Hutchins, keri.hutchins@mead354.org, (509) 465-6000 or via mail to 2323 E. Farwell Rd., Mead, WA, 99021. Persons who may need some accommodation in the hiring process should contact the Human Resources Office at (509) 465-6010

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Welcome

Welcome to the substitute staff of the Mead School District. As a substitute employee, you are an important part of our District's education programs. Students and staff depend on your services. You are vital to ensuring that our students receive a strong educational program each school day.

We thank you for the interest you have shown in the Mead School District and the time and effort you will give to our students. When you multiply the numbers of days substitutes provide service in our classrooms by the number of students in those classrooms it is easy to see the tremendous impact you have on our education program.

Please use this booklet as a guide to a successful career as a substitute with the Mead School District. The content included within this handbook is designed to assist you in finding answers to questions that may arise as you work at various schools.

Should you have any questions, the Substitute Services Specialist, Sonia O'Connor is available by phone at 509-465-6023 and/or e-mail at sonia.oconnor@mead354.org

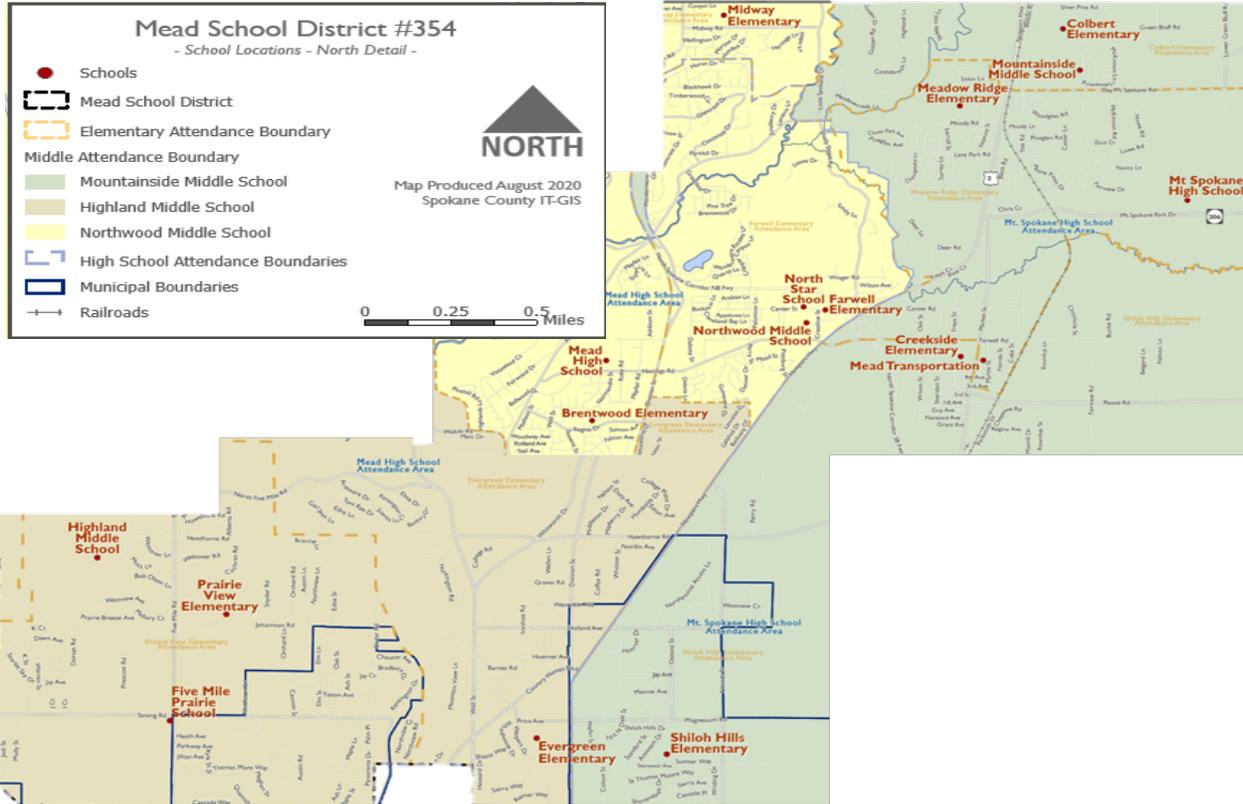
Thank you, we look forward to working with you!



MEAD SCHOOL DISTRICT 2022-2023

	MON	TUE	WED	THUR	FRI	
August	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
2 Student Days	29	30	31			Aug. 30 1st Day of School
September				1	2	Sept. 2 No School
	5	6	7	8	9	Sept. 5 Labor Day
	12	13	14	15	16	Sept. 6 Kindergarten 1st Day of School
	19	20	21	22	23	
20 Student Days	26	27	28	29	30	
October	3	4	5	6	7	October 7 LID (Non-Student Day)
	10	11	12	13	14	Oct 12-14 Elementary Conferences (Half-Day 10/12, Non-Student Days 10/13 & 10/14)
	17	18	19	20	21	
	24	25	26	27	28	
20 Student Days	31					
November		1	2	3	4	
	7	8	9	10	11	Nov. 11 Veteran's Day
	14	15	16	17	18	
	21	22	23	24	25	Nov. 23-25 Thanksgiving Vacation
18 Student Days	28	29	30			
December				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	Winter Break Dec. 19 - Jan. 2
12 Student Days	26	27	28	29	30	
January	2	3	4	5	6	Jan. 3 School Resumes
	9	10	11	12	13	
	16	17	18	19	20	Jan. 16 Martin Luther King Jr. Day
	23	24	25	26	27	Jan 27 End 1st Semester (Secondary Early Release) Jan. 30 No School (Snow Make-Up Day)
19 Student Days	30	31				
February			1	2	3	Feb. 3 Elementary Early Release
	6	7	8	9	10	
	13	14	15	16	17	Feb. 15-17 Elementary Conferences (Half-Day 2/15, Non-Student Days 2/16 & 2/17)
	20	21	22	23	24	Feb. 20 President's Day
19 Student Days	27	28				
March			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	March 17 LID (Non-Student Day)
	20	21	22	23	24	
22 Student Days	27	28	29	30	31	
April						
	3	4	5	6	7	April 3-7 Spring Break
	10	11	12	13	14	
	17	18	19	20	21	
15 Student Days	24	25	26	27	28	
May	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	May 26 No School (Snow Make-Up Day)
21 Student Days	29	30	31			May 29 Memorial Day
June				1	2	
	5	6	7	8	9	
12 Student Days	12	13	14	15	16	June 16 Last Day of School
	19	20	21	22	23	
	26	27	28	29	30	

Mead Schools Locations



Elementary Schools:			
Brentwood	406 W Regina Rd, Spokane 99218	Meadow Ridge	15601 N Freya, Mead 99021
Colbert	4526 E Greenbluff Rd, Colbert 99005	Midway	821 E Midway Rd, Colbert 99005
Creekside	3525 E Hastings Rd, Mead 99021	Prairie View	2606 W Johannsen Rd, Spokane 99208
Evergreen	215 W Eddy, Spokane 99218	Shiloh Hills	505 E Stonewall, Spokane 99208
Farwell	13005 N Crestline, Spokane 99208	Skyline	9911 N Bob Olson Ln, Spokane Wa. 99208
Middle Schools:			
Highland	3515 W Hawthorne Rd, Spokane 99208	Mountainside	4717 E Day Mt. Spokane Road, Colbert 99005
Northwood	12908 N Pittsburg, Spokane 99208		
High Schools:			
Mead	302 W Hastings Road, Spokane 99218	Mt. Spokane	6015 E Mt. Spokane Park Drive, Mead 99021
Alternative Schools:			
Five Mile Prairie	8621 N Five Mile Road, Spokane 99208	North Star	13120 N Pittsburg St, Spokane 99208

Mead Schools Hours and Contact Information

Elementary Schools

Hours 9:00 a.m. to 3:20 p.m. (M,T,Th,F) & 9:40 a.m. to 3:20 p.m. (w)

Substitute Hours Full Day : 8:00 a.m.-3:30 p.m,

Half Day Morning: 8:00 a.m. - 11:45 a.m Afternoon:11:45 a.m. - 3:30 p.m.

School	Principal	Administrative Assistant Contact	Telephone Number
Brentwood	Alicia Ekman	Meghan Bradley	(509) 465-6201
Colbert	Cari Trowbridge	Cari Costin	(509) 465-6301
Creekside	Laura Duchow	Deawna Bochy	(509) 867-2201
Evergreen	Michael Danford	Celeste Figon	(509) 465-6401
Farwell	Josh Van Cleef	Lisa Gfeller	(509) 465-6502
Meadow Ridge	Erin O'Connor	Shannon Cosner	(509) 465-6601
Midway	Christine Spinell	Jennie Wellman	(509) 465-6701
Prairie View	Jeff Naslund	Kirstin Thompson	(509) 465-7802
Shiloh Hills	Lisa Horn	Becky Ellenz	(509) 465-6801
Skyline	Erik Olson	Jackie Roach	(509) 867-2301

Middle Schools

Hours 8:00 a.m. (M,T,Th,F) to 2:30 p.m. & 8:40 a.m. to 2:30 p.m. (W)

Substitute Hours Full Day : 7:20 a.m.-2:50 p.m,

Half Day Morning: 7:20 a.m. - 11:00 a.m Afternoon:11:00 a.m. -2:50 p.m.

School	Principal		Telephone Number
Highland	Nate Bartlett	Donna Hutchinson	(509) 867-2002
Mountainside	Gregg Hare	Theresa Yoerger	(509) 465-7438
Northwood	Troy Hughes	Brandi Pauling	(509) 465-7512

High Schools

Hours 7:55 a.m. to 2:35 p.m. (M,T,Th,F) & 8:35 a.m. to 2:35 p.m. (W)

Substitute Hours Full Day : 7:20 a.m.- 2:50 p.m,

Half Day Morning: 7:20 a.m. - 11:00 a.m Afternoon:11:00 a.m. - 2:50 p.m.

School	Principal		Telephone Number
Mead	Kim Jensen	Katie Libutti	(509) 465-7001
Mt. Spokane	Chelsea Gallagher	Tiffany Baish	(509) 465-7201

Alternative Schools

Hours 7:55 a.m. to 2:20 p.m.

School	Principal		Telephone Number
Mead Learning Options	Nick Edwards	Diane Bauer	(509) 465-7702

Substitute Assignment Procedures

SUBSTITUTE SERVICES

MONDAY – FRIDAY 6:30 AM – 3:00 PM

Our substitute management system Absence Management (Frontline) is a web browser, an app and/or telephone based system that manages employee absences and substitute job assignments. As a substitute you can use Frontline to view and accept substitute assignments, 24 hours a day, 7 days a week, via the web, the app and/or telephone.

1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Frontline on the internet at <http://www.frontlinek12.com/aesop>. If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job! With the Frontline system, you have complete control of your schedule. Simply updating your calendar in Frontline keeps our record of your availability accurate. **If you are not available to substitute, please check yourself out by updating your calendar.** For example, if you know you aren't available this coming Monday, Wednesday and Friday, log on to Frontline and check yourself out for those days. If you do not check yourself out, Frontline will assume you are available to work and may call you during the morning calling period. If Absence Management calls to offer you an assignment, it will request your Access number and PIN
2. You may interact with the Frontline system by way of a toll-free, automated voice instruction menu at 1-800-942-3767. Here, you can proactively search for jobs and manage existing jobs.
3. Frontline will also make phone calls to substitutes to offer jobs. You will not recognize the phone number because it comes from Frontline which is located back East. When Frontline calls to offer you an assignment, the first thing it will do is request your Access/PIN number. Your Access number is assigned to you by the district and is not connected in any way with your social security number.

Frontline's telephone system calling periods are:

Morning: 5:00am – 1:00pm

Evening: 1:01pm - 10:00pm

4. The Frontline Education mobile app also posts potential assignment opportunities for any districts that you have been provided visibility. To view these options, log in to the mobile app and select the **View All Available Jobs** link on the homepage.

Only assignments for that day are called during the morning calling period. Please consider these jobs carefully - accept them when possible as often they are critical fill positions!

NOTE: The evening calling period offers all positions for the next day as well as for the next several days.

When teachers or other employees get to know your work, they may request you as their sub when they are absent. In order to request you from Frontline, the regular employee will need to know your first and last name. Positions are filled in the order of: 1) requests, 2) preference lists, 3) skills list, and 4) available staff.

Confirmation Numbers

In Absence Management, when an employee or admin assistant assigns a job to a substitute the sub should receive an email notification that requires either an acceptance or rejection of the job. These notifications are very important and must be confirmed before the job is assigned to you. Please make note of the confirmation number as that is the guarantee the job has been assigned correctly.

Vacancy Assignments

A vacancy is used to request a substitute when no specific employee is absent. For example, vacancies may be created for testing help, a posted position that hasn't been filled yet, or a floater sub is utilized across a school for various positions. Each vacancy assignment should have a brief explanation as to the specifics of the job, as well as the duration of the assignment. If you have specific questions about an available vacancy assignment, please call the school directly.

Web Alerts

These are alerts created by the district for substitutes to see and will contain important information. Some examples of web alerts are high volume absence days, long-term substitute job availability, flu or other health outbreak, etc. Once you've read the alert, you can click on "Dismiss" to move on.

Conditions for Continuing Employment

To remain on our active substitute list, you will need to have at least **four** assignments per month (with the exception of December) before June 17, 2022. If you are inactive for more than 30 consecutive days you may be released from your Mead substitute position. Likewise, if you regularly decline assignments Mead reserves the right to discontinue offering you substitute employment with us. Please notify Sub Services if you are working in a long-term assignment elsewhere or have a change in your employment eligibility.

In order to continue employment at the end of each school year, you will be issued a Letter of Reasonable Assurance with a list of requirements to complete. These requirements have a due date listed and must be completed prior to that date to remain in an active sub status. Failure to complete these requirements will result in being removed from the substitute list.

Substitute Pay Rates 2021-22 (subject to change)

Classified Subs	<u>Hourly Rate</u>
Sub Administrative Assistant	\$18.00
Sub Cook	\$15.62
Sub Custodian	\$16.58
Sub Bus Assistant	\$16.33
Sub Bus Driver	\$20.14
Sub Nurse	\$23.42
Sub Para	\$16.33
Sub Para DLC/ One on One	\$17.83

Certificated Sub Half day = \$77.50 Full day = \$155.00

Pay Schedule

Mead School District is on a bimonthly payroll schedule and as such substitutes are paid on the 16th (or Friday prior, if the 16th is on Saturday or Sunday) and the last workday of the month.

Direct Deposit

Payroll direct deposit is the process by which your paycheck is electronically deposited to your checking or savings account. With direct deposit, funds become available in your bank account on payday. All employees are required to participate in direct deposit and must provide a voided personal check/deposit slip or letter from your bank for account verification. Your pay stub will be emailed to you if we have a current email address. **If you plan to close the account for your current direct deposit, it is imperative to stop direct deposit before you close your account. Please go online to the IV Self Service web portal to make changes or bring these requests directly to the District Office.**

Substitute Variable Sick Leave

All substitutes accrue variable sick leave at a rate of one (1) hour for every 40 hours worked calculated monthly from September through August (fiscal year). Variable employees are eligible to use paid sick leave 90 days after their first day worked. Unused accrued variable sick leave balances of 40 hours or less will carry over to the following fiscal year. Amounts in excess of 40 hours will be forfeited at the beginning of the new fiscal year. The rate of pay for paid sick leave will be based on the rate of pay for the job that you were assigned to work. Approved claims for paid sick leave will be paid based on the regular payroll schedule.

Eligibility for claiming accrued paid sick leave:

You must report to work and leave early due to a qualified reason to be eligible to claim paid sick leave. You are not eligible to use sick leave until after starting your assignment and not before **30 minutes of arriving**.

Long-Term Certificated Substitutes – you are not required to report to work to be eligible to claim paid sick leave due to a qualified reason. Long-term substitutes will be given a temporary employee account in Absence Management to enter their sick time.

Per the RCW - substitutes may use sick leave to care for their health needs or the health needs of their immediate family (immediate family is defined as parent, parent-in-law, grandparent, spouse/domestic partner, sibling, child, grandchild, or a person living in the same household as the employee); when the employee's workplace or their child's school or place of care has been closed by a public official; for any health-related reason; and for absences that qualify for leave under the state's Domestic Violence Leave Act (documentation may be required).

Classified Substitute Positions

Para Educator

Our Para Educators will perform one of or a combination of the following roles:

General Building Support - Generally, these positions supervise the playgrounds and lunchrooms, may help in the office with clerical duties, and may be assigned to crossing guard or bus duty before and after school.

Instructional Support - Instructional Paraeducators give direct instructions to students, under the supervision and direction of a teacher.

DLC – A Para Educator may be assigned to an individual student or a classroom when a student or students qualify for Special Education. At times, Para Educators may be asked to support direct academic instruction by providing academic dialogue (scripted lessons) to support the specific needs of a student or students. The needs of the students may vary from physical, behavioral, or learning disabilities. Duties may include helping with toileting or other special needs.

** Substitutes who would like to work long term assignments in Title I schools as Paraeducators, must meet the “No Child Left Behind Act” requirements.*

Administrative Assistant

All schools have Administrative Assistants working with the Administrators to support the efficient running of the school. Duties include answering telephones, distributing mail, recording student attendance, support of the office, and greeting visitors. Administrative Assistant subs need to be comfortable working with computers as they are often called on for data entry and word processing.

Bus Driver

Sub Drivers operate school buses under all types of weather conditions, including but not limited to, fog, rain, hail, sleet, snow, and ice. These positions also may transport students and other authorized persons over regular “to and from school” routes, and on field, extracurricular, and special or extra activity trips as authorized by the school district officials.

Bus Assistant

Under general supervision, will assist with transportation needs of children. These positions perform a variety of functions related to the special needs of children being transported and to do other related work such as assisting the driver with loading and unloading students, supervising students while riding district vehicles, and attending to any special needs that may occur while on the bus.

Cook

This position assists in preparing meals for the school breakfast /lunch program while following federal and state guidelines for the program.

Custodian

These positions clean and maintain buildings for the health and safety of students. Duties include emptying garbage, mopping and vacuuming floors, cleaning classrooms, restrooms, lunchroom, and other areas in the building, arranging workspaces as required, and other duties as assigned.

Policy and Procedures for All Substitutes

All employees including substitutes are required to comply with all district policies and procedures. Current policies can be found online at www.mead354.org, by following the links under Our District, Board of Directors, then [Board Policies](#). Violations of district policies may result in disciplinary action as defined in the appropriate Collective Bargaining Agreement or with [Policy 5281](#).

Administering Medicine to Students

Substitutes are not to distribute or administer medication. Instead, students should be sent to the school health room in the office. Unauthorized administration of medicines to students can have serious legal consequences and any exceptions to this prohibition must be expressly authorized.

Appropriate Dress

Although freedom of expression applies to both students and staff, employees of the Mead School District are expected to present themselves in a manner that is appropriate for a school and/or a workplace setting and does not disrupt the workplace or learning process or present health or safety risks. Recognizing that all employees reflect the standards of the District and that presenting a professional manner is part of the employee's responsibility, employees shall be expected to:

- Arrive to work clean, neat, and well-groomed.
- Avoid low cut or revealing attire.
- Should be prepared for inclement weather.
- Stay away from print tees (school logos are approved), political attire, sweats/exercise wear, and worn/holey jeans.
- Always wear appropriate PPE as required.

New substitutes often ask, “What should I wear to work?” Remember, first impressions do make a difference. You have an opportunity to immediately communicate to the students and other staff that you take education seriously by dressing professionally. Your choice of clothing should be both clean and comfortable and appropriate for the assignment. If you have doubts about your attire, it is probably best not to wear it.

Cell Phone Use

Cell phones should be off or silenced and should not be used while in the classroom, on the playground, or while involved in the supervision or instruction of students. If you have an emergency situation, please let the office know before using your cell phone during these times. Personal long distance phone calls are not to be made using district phones. **In order to protect the privacy of students, the taking of photos or videos, without specific prior authorization, should be avoided.**

Code of Professional Conduct

We expect that all employees who are education practitioners (including paraeducators beginning 2020) will adhere to the [WA Code of Professional Conduct](#) as defined within WAC 181-87. Violation of the Code of Professional Conduct will be reported to the Office of Professional Practices and may be subject to disciplinary action.

Civility

The district believes that a safe and civil environment is essential and therefore is committed to providing high quality and nurturing work and learning environments where all individuals are treated with respect and civility; conversely, uncivil conduct interferes with the productivity of the

workplace and negatively impacts the learning environment for students. Employees must adhere to the [Board Policy 5282](#) and [Procedure 5282](#) addressing civility.

Compliance Training

Substitutes who work for our district are expected to complete a yearly training in a multitude of topics, including, but not limited to: What Every Employee Must be Told, Harassment & Bullying Procedure, Child Abuse, Bloodborne Pathogen Exposure Prevention & Network Acceptable Use Guidelines. This training will be provided through interactive online courses from Safe Schools. It is considered part of the application process and must be completed to be rehired as a sub each year. This training may also be accessed at any time throughout the year as a reference. This training is available online: <https://mead354-wa.safeschools.com/login>.

Computer/Internet/Mobile Devices/Laptop Use

Use of personal computers, the internet, mobile devices, and laptops should be avoided while in direct supervision and instruction of students. Use of District computers, internet, mobile devices, and laptops should be in compliance with district policy and procedures.

Contact Information

Please remember to keep your contact information (email address, home address, and phone number) current. Without this information, Frontline cannot contact you.

Discrimination

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, color, religion, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, martial status, or the presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability. Please refer to [Board Policy 5010](#) and/or the Affirmation Action Plan.

Early Dismissal

Students cannot be dismissed early from class without prior approval from the office. If a parent drops in to remove his/her child early, he/she must first go to the office to check the child out. Be aware of other classes in session. Do not dismiss your class early to roam the halls while other teachers are still conducting their classes. Do not allow students to go on errands outside the building.

Employee ID Badge

All Mead employees (including substitutes) are required to wear a Mead School District ID badge at all times. Any adult without an ID badge or visitor sticker should be escorted to the office. A badge will be provided to you at the point of hire.

Employment Status

When the substitute application is approved, all necessary forms are completed, satisfactory Criminal History Record and reference checks are returned and compliance training is complete, the candidate's name may be added to the substitute list. Completion of this process does not guarantee placement on the substitute list. Consideration for employment as a substitute employee is at the discretion of the district.

Evacuations, Lockdowns, and Other Emergency Procedures

When you check into a school for your daily sub assignment, you will be provided with an information packet that will include the school's emergency procedures. Please allow time to review this information prior to beginning your assignment as drills are conducted throughout the year.

Fingerprint Requirement

All substitute employees are required to be fingerprinted before being eligible to work. The substitute is responsible for the cost of \$65 in the form of a money order.

Harassment

Harassment, intimidation, bullying or cyberbullying on the basis of race, color, religion, ancestry, national origin, gender, sex, age, sexual orientation, or disability are prohibited. This prohibition applies to any act intended to harm another individual through physical or verbal actions, including written messages and those transmitted electronically. Harassment includes: hostile environment, Quid Pro Quo sexual harassment, malicious harassment, harassment, intimidation, bullying or cyberbullying. Please refer to [Board Policy 5011](#) for more information.

Lunches

All sites have refrigerators available in the staff break areas to hold sack lunches. Substitutes may also choose to purchase their lunch at school. Elementary schools take a lunch count early in the morning. Be sure to let the Bookkeeper know when you check-in if you intend to purchase lunch.

Mandatory Reporting

Washington State Law (RCW.26.44.030) identifies professional school employees (all certificated staff, classified staff, coaches, limited defined employees, and substitutes) as mandated reporters who are required to report a concern regarding any suspected child abuse or neglect. School employees who have reasonable cause should report the incident to their immediate supervisor. "Reasonable cause" means a person witnesses, or received a credible written or oral report alleging abuse, including sexual contact or neglect of a child.

Personal Items

All employees are to follow the standard safety procedures set forth for the entire district and their specific department(s). Personal Protective Equipment (PPE) will be provided as appropriate or required for the work activity being performed. PPE may include goggles, additional face shields, gloves, gowns, or other styles of face masks. Employees should contact their supervisor for specific information on any required Safety equipment requirements specific to their position.

Physical Force

The deliberate use of physical force to punish a student, cause pain, injury, or humiliation is prohibited, regardless of the severity of the student's behavior or the degree of provocation. Physical intervention by staff must only be used under emergency circumstances and only as documented within [Board Policy 3246](#) and [Board Procedure 3246](#) including the [Restraint/Isolation Report Form](#).

Professional Staff/Student Boundaries

All employees are expected to maintain the highest professional, moral, and ethical standards in their interactions with students, as well as set examples for students by appropriate conduct and behavior. An inappropriate boundary invasion means an act, omission, or pattern of such behavior by an employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship. Please refer to Board Policy 5253 and Board Procedure 5253

Retirement

Please refer to the [DRS website](#) for specific information for determining if you are eligible to purchase Service Credits for your time worked as a substitute as well as for information regarding returning to work as a substitute after retirement from a school district. See Appendix B for Substitute Fact Sheets from DRS.

Safety & Health

The school district places a high value on the health and safety of its employees. It is the responsibility of all employees to play an active role in creating a safe and healthy workplace and to comply with all applicable safety and health rules. All employees are expected to do everything reasonably necessary to protect the life and safety of all employees and students and should report any safety concerns to their supervisor or building administrator. Please refer to [Board Policy 6511](#) and [Board Procedure 6511](#) for more information

Due to the number of students and staff with allergies, asthma, and other health conditions the district's goal is to have clean, healthy, and safe classroom and work environments. As such certain chemicals, air fresheners, and other items should not be used in the workplace. Please refer to [Board Policy 6800](#) for more information.

Tobacco Use

The use of tobacco products on school property, including all schools and school athletic facilities, parking lots and grounds, support facilities and vehicles is strictly prohibited as per [Board Policy 4215](#).

Weapons and Drugs

Mead School District has a zero tolerance policy regarding weapons and drugs on school grounds. If an individual is suspected to be in possession of a weapon or drugs, or suggests inflicting physical harm on another individual, or appears to be under the influence of drugs, notify the principal immediately. Please refer to [Board Policy 4210](#) for more information.

Weather Closure

During adverse weather, the district's websites as well as local media stations will announce school closures or delayed starts. If schools are closed due to weather, you are released from your assignment that day. If schools are open on a late schedule, you are expected to go to your assignment as adjusted by any delay.

Workplace Injuries

In the event you are injured while at work, you may be eligible for workers' compensation. In the event of an injury, notify the office of exactly what happened, when it happened, and how it happened. It is also important to list any witnesses to the incident, and whether you were injured as a result of the incident. If you witness a work-related incident where another individual is injured and cannot notify the office, you should notify the office for him or her. In the case of injuries, you will need to complete an Employee Accident Form (**available in the school office**) and return it to the office as soon as possible within 24 hours. If seeking medical treatment for an injury that occurred while at work, you need to call ESD 101 at (509) 789-3516 to initiate a claim.

General Substitute Expectations

- Check-in at the main office when you arrive.
- Please **arrive early** to review the provided sub information and familiarize yourself with the school. The front office Admin Assistant should let you know if there's a planned schedule change for the day, an emergency drill, or a special assembly. **They will be your first point of contact for any questions that arise regarding your sub assignment.**
- Follow the daily plans provided.
- Follow all district policies and procedures as well as the Mead School District Substitute Handbook.
- If you need to leave the building at any time during the day, notify the office prior to leaving and upon your return.
- Use appropriate language and professional behavior at all times. Avoid engaging in or encouraging discussions of inappropriate or non-school related topics.
- Refrain from the use of cell phones for making or receiving calls or texting while students are present.
- Before you leave, make sure to check out with the office Admin Assistant (return the keys, laptop, and/or any other information provided). Feel free to leave your contact information for future assignments.
- If you cannot fulfill a previously accepted job assignment, you are responsible for canceling the assignment as soon as possible by calling the school or the Sub Services to be removed from the assignment.
- ***Confidentiality is crucial. As you go from one school to another, be aware of confidentiality issues. Student record information may not be discussed with other students or anyone outside the District and should not be shared between buildings.***

Additional Information for Certificated Substitutes

Substitute Teacher Expectations

- Maintain daily attendance records.
- Sign Student health records daily.
- Manage the classroom - maintain discipline and the learning environment. Keep students under direct supervision at all times. Report any issues needing immediate attention to the office
- Use materials provided by the teacher or other school personnel.
- Avoid engaging in or encouraging discussions of inappropriate or non-school related topics.
- Prepare for the next day's assignment for the teacher. Leave the room in order.
- Write a note to the absentee before you go. Tell him/her what happened for the day in the lesson and during class. Include notations of any unusual behavior.
- Close any windows and lock the door.
- If you were issued a key, please return it to the office. *Certificated Substitutes are generally given a room key at the start of their shift. Keep the key with you at all times. Do not give students access to your key at any time.*
- Before you leave, go to the office and check out with the Administrative Assistant.

Assignment Schedules

Certificated Substitutes are employed by the half or full day. Substitutes are expected to work the full shift for the assignment, i.e. 7.5 hours for a full day assignment including lunch and 3.75 hours (3.833 for secondary) for a half-day assignment.

Certificated Long Term Assignments

Upon the 21st consecutive day in a single assignment, certificated substitutes are eligible for upgraded pay at

their corresponding rate based on education and experience. This placement will retro to the beginning date of the assignment and will run as long as there are no breaks in service within the single assignment. It is the substitute's responsibility to communicate with the school's front office when they have reached the 21st day of the long term assignment.

Education and Certificates

If your level of education changes at any time, you are responsible for providing a copy of your Official Transcripts with the degree conferred and date conferred to Human Resources. Additionally, if you add any endorsements or highly qualified status you will need to provide a copy of your certificate to Human Resources as well.

Prep Periods

If you've been assigned a full or half-day shift but have free periods (prep periods), the school can ask you to help in another classroom or area during that time. This is not the time in which you are able to leave the school campus. Likewise, if the assignment starts on a full period, you are still expected to show up for the entire assignment.

Certificate types and Assignment Policy

Substitute Teachers with residency, professional, endorsed initial or endorsed continuing certificates may sub in any daily substitute assignment. Teachers with a permit for a certificate are subject to the assignment policy for that specific certificate.

Conditional and Conditional CTE: Teachers with conditional, conditional CTE or transitional certificates may not substitute in out-of-endorsement areas.

The district may request additional endorsements for conditional certificates only through the OSPI certification office. If you hold a conditional certificate and are interested in subbing in multiple areas, please contact substitute services.

Emergency substitute: Individuals with emergency substitute certificates may only serve as substitutes if the district has exhausted or reasonably anticipates it will exhaust its list of qualified substitutes. Emergency substitute certificates do not hold an endorsement, and as such, the individual is neither in- nor out-of-endorsement.

Intern substitute: Individuals with an intern substitute certificate can serve as substitutes only in the absence of their cooperating teacher(s). They may serve only in the classroom(s) to which they have been assigned as a student teacher or intern. Intern substitute certificates do not hold an endorsement, and as such, the individual is neither in- nor out-of-endorsement.

Substitute: The "lifetime" substitute certificate is not a limited certificate. Individuals with a substitute certificate may serve in any district in the state. Substitute certificates do not hold an endorsement, and as such, the individual is neither in- nor out-of-endorsement.

Appendix A - Classroom Management Tips

The following classroom management tips provide an overview of some keys to ensuring a productive classroom. If practiced regularly, these tips may help to avoid problems before they begin.

Remember: Students are familiar with the discipline plans left by their teacher, so please follow those plans. It is also important for substitute teachers to establish their classroom expectations and consequences at the beginning of the day. Explain how you intend to manage the classroom throughout the period/day. Be firm, fair, and consistent.

Monitor your own behavior: It is extremely important for the teacher not to lose his/her temper or control. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes difficult to make proper decisions and to retain the respect of students, additionally, the teacher's behavior often becomes the focus of attention rather than the student's behavior. Treat all students with respect. Unless part of the lesson plan, avoid discussions that contain controversial topics.

Be Positive: Start each class by being positive and show a sense of excitement. Greet students as they enter. Exhibiting enthusiasm and confidence will often set the tone for student behavior.

Praise when appropriate: Students, like adults, respond to positive reinforcement better than to sarcasm or use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline. A general guideline is "to correct privately and to praise publicly." Praise should always be genuine and never contrived.

Engage in Eye Contact: Direct eye contact and nonverbal communication are effective classroom management tools. Eye Contact serves as a reminder to students that you are aware of them and their actions.

Moderate Your Voice: Using different voice inflection in the classroom is appropriate when it has a legitimate educational purpose, However, avoid yelling (which is ineffective and abusive), and don't demean students.

Utilize Private Conferences: It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher.

Manage by Moving Around: Moving around the room can help keep all students engaged in the lesson. Additionally, it can discourage disruptive behavior that may occur at the back of the classroom if a teacher is always located at the front of the classroom

Learning & Behavior: There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning and check for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

Occupy Student Time: Unoccupied and non-directed student time can often result in classroom management difficulties. Teachers should provide learning activities for students to begin working on during periods of unoccupied student time. Keeping students engaged will assist in classroom management.

Ignore Behaviors as a Management Strategy: Minor unacceptable student behaviors are often best dealt with by ignoring it so it is not reinforced by providing desired attention. When partnered with eye contact (which indicates to the student that the teacher is aware of the behavior), this technique usually results in the minor

unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct disciplinary intervention strategies.

Listen Before You Discipline: It is important to listen carefully to students and to consider their point of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions but will often result in a teachable moment for that student.

Be Approachable: Build good relationships with students and be honest. Don't be afraid to admit to a student that you do not know the answer to a question, but let them know you will find the answer. Building a good student/teacher relationship will increase your ability to manage the classroom.

Expect Excellence: Expect excellence from every student. Find ways to engage all students but be careful not to demand certain results or demean students who are struggling. Remember that each student is an individual, and each has their own unique set of strengths and weaknesses. The goal is to maximize strengths and minimize weaknesses.

Ask for Help When Appropriate: If things become too out of control, contact the office for additional assistance.

Appendix B: DRS Substitute Fact Sheets

SERS Plans 2 & 3



Classified Substitute's Guide

A classified substitute is an employee of a school district or educational service district (ESD) who is employed exclusively as a substitute for an absent employee or working in an ineligible position. As a classified substitute, your membership in the School Employees' Retirement System (SERS) is optional.

Your hours and earning are reported to the Department of Retirement Systems (DRS) by each employer you work for during the year, but contributions are not deducted from your paycheck. If you meet eligibility requirements and would like to receive SERS service credit, you must apply with DRS and pay the appropriate contributions by requesting a substitute bill. You may not purchase service credit for substitute time before July 27, 2003.

Use the chart below to find the requirements for obtaining service credit.

Membership requirements for obtaining service credit

Topics	New members	Established members
Membership requirement	To establish membership for the very first time as a new SERS member, you must work as a classified substitute for 70 or more hours per month for at least five months during a school year.	You're an established SERS member if you already earned service credit and paid contributions.
Plan Choice	You may choose between SERS Plan 2 and Plan 3 when you request your first substitute bill. To learn more about choosing a plan, read the <i>Plan Choice Booklet</i> at www.drs.wa.gov .	You're already a member of SERS Plan 2 or 3.
Transfer rights	As a new member you do not have transfer rights because once you make a plan choice, you remain in your chosen plan.	Established Plan 2 members may transfer to Plan 3 unless you chose Plan 2 under your choice rights. To learn more about choosing a plan, read the <i>Plan Choice Booklet</i> at www.drs.wa.gov . Established Plan 3 members remain in Plan 3.
Service Credit Application	Mail the following forms to DRS: <ul style="list-style-type: none"> • <i>Classified Substitute's Application for Service Credit.</i> • <i>Member Information Form (MIF) for Classified Substitutes.</i> Carefully consider your plan choice – it's permanent and you cannot change it.	Mail the following forms to DRS: <ul style="list-style-type: none"> • <i>Classified Substitute's Application for Service Credit.</i> • <i>Member Information Form (MIF) for Classified Substitutes.</i>
Application timing	You can apply for service credit beginning in September following the school year you worked.	You can apply for service credit beginning in September following the school year in which you worked.

When will I receive a bill?

Upon receipt of your application materials, DRS will determine the amount of service credit you are eligible to purchase and will send you a bill for the amount due. DRS will apply the service credit to your account once you pay your bill in full, and will bill your employer for the employer contributions due.

How do I pay my bill?

Payment must be made in a full lump sum. You may make direct payment with a personal check or cashier's check. In many cases it is also possible to transfer funds from another eligible retirement account to purchase service credit (please check with the administrator of your account). DRS is classified by the IRS as a 401(a) account. DRS cannot accept funds in excess of the cost to make your purchase.



WASHINGTON STATE DEPARTMENT OF RETIREMENT SYSTEMS

How much service credit is established when I pay my bill in full?

If this applies to you...	You earn this service credit...
You work 810 hours or more, begin working in September and work at least 9 months of the school year.	12 service credit months per school year.*
You work 630 - 809 hours, begin working in September and work at least 9 months of the school year.	6 service credit months (0.5 service credit for each month) per school year.*
You work at least 630 hours in at least 5 months within a 6-month period during the school year.	6 service credit months per school year beginning with the 2008/2009 school year.*
All other instances.	1.0 service credit month for each month you work 90 or more hours.
	0.5 service credit month for each month you work at least 70 but less than 90 hours.
	0.25 service credit month for each month you work less than 70 hours (but more than zero).

*A school year is September 1 through August 31. We will apply the method that provides you the most service credit.

Will I owe interest on my bill?

The interest-free period lasts through February immediately following the end of the school year you worked. If you wait to make payment until after the last day of February, you are then charged interest on both member and employer contributions for Plan 2, and employer contributions only for Plan 3.

Am I required to submit a quarterly report?

You are required to submit a quarterly report to DRS along with your application for service credit only under the following conditions:

- You work for a school district or educational service district (ESD) and are purchasing service credit for a period of time before the 2004-05 school year.
- You work for a higher education employer or for the School for the Deaf or School for the Blind.

What if I withdrew my SERS contributions?

If you were previously a member of SERS Plan 2 and withdrew your contributions, you can re-establish your membership. To re-establish membership in Plan 2 you must:

- Work as a classified substitute for five months for at least 70 or more hours per month during a school year;
 - Complete the attached *Classified Substitute's Application for Service Credit* and purchase service credit for that year; and
 - Pay the service credit bill in full.
- If you are a Plan 3 member and withdrew your contributions, you may continue to apply for service credit in Plan 3 for substitute time you worked.

Contacting DRS

- Website: www.drs.wa.gov
- E-mail: recep@drs.wa.gov
- Telephone: 1-800-547-6657
- Local: 360-664-7000
- TTY: 360-586-5450
- Address: PO Box 48380
Olympia, WA 98504-8380

May 2010

Summary Description

The rules governing classified substitutes are contained in state retirement law. This publication is a summary, written in non-legal terms. It is not a complete description of the law. If there are any conflicts between what is written in this publication and what is contained in the law, the applicable law will govern.

The Substitute Teacher's Guide to Obtaining Service Credit

TRS Plan 1

As a substitute teacher in one of Washington's public schools, you may qualify to participate in the Teachers' Retirement System (TRS). Membership in TRS is optional for substitutes.

HOW DO I ESTABLISH OR REESTABLISH MEMBERSHIP?

If you previously established membership in TRS Plan 1 and withdrew your contributions, you can reestablish Plan 1 membership. To do so you must:

- Work for the equivalent of 90 full-time days during a fiscal year; and
- Request and complete a *TRS Plan 1 Substitute Teacher's Application for Service Credit* and purchase service credit for that year (available on the Department of Retirement Systems (DRS) Web site at www.drs.wa.gov).

To learn more about TRS Plan 1, refer to the *TRS Plan 1 Member Handbook* available on the DRS Web site.

Note: If you have no previous membership in TRS, you will have the opportunity to choose between membership in TRS Plan 2 or Plan 3 when you purchase service credit for substitute teaching. Please ask your employer for a copy of the *TRS Plan 2 and 3 Substitute's Guide*.

WHAT IF I'M ALREADY A MEMBER?

If you are already a member of TRS Plan 1, complete the *TRS Plan 1 Substitute Teacher's Application for Service Credit* available on the DRS Web site.

WHAT IF I HAVE WITHDRAWN CONTRIBUTIONS?

If you have withdrawn contributions, you must meet the eligibility requirements described above and purchase service credit to reestablish membership. Once you have reestablished membership, you can recover service credit for any withdrawn periods. For more information, refer to the publication *Plan 1 Recovery of Withdrawn or Optional Service Credit* on the DRS Web site.

HOW DO I EARN SERVICE CREDIT?

For TRS Plan 1, the fiscal year is from July 1 through June 30. As a Plan 1 member you earn one full year of service credit if you receive compensation for the equivalent of 144 full-time days within the fiscal year. If you earn compensation for fewer than 144 days but at least 20 days in a fiscal year, you can earn a partial year of service credit based on the number of days you earned compensation divided by 180.

HOW DO I APPLY FOR SERVICE CREDIT?

Submit the following documents to DRS at the address indicated on the application form:

- A completed *TRS Plan 1 Substitute Teacher's Application for Service Credit*, and
- A copy of any quarterly reports as required. (See page 2.)



WHEN DO I APPLY FOR SERVICE CREDIT?

You can apply for service credit beginning July 1 following the fiscal year in which service was rendered.

WHEN WILL I RECEIVE A BILL?

Upon receipt of your application materials, DRS will determine the amount of service credit you are eligible to purchase and will send you a bill for the amount due. DRS will apply the service credit to your account once you pay your bill in full, and will bill your employer for the employer contributions due.

HOW DO I PAY FOR SERVICE CREDIT?

Payment must be made in full in a lump sum payment. DRS accepts rollover funds directly from an eligible retirement account or IRA. For rollover information, contact DRS

Interest Free Deadline: You have up to six months to make payment before interest is applied. If payment is made before the end of December immediately following the fiscal year in which the service was rendered, you pay only your contributions. If payment is made after the last day of December, you will be charged interest on both member and employer contributions.

AM I REQUIRED TO SUBMIT A QUARTERLY REPORT?

You are required to submit a quarterly report to DRS along with your application for service credit only under certain conditions. You are required to submit a quarterly report to DRS if:

- You work for a school district or educational service district (ESD) and are purchasing service credit for a period of time prior to the 2004-05 fiscal year.
- You work for a higher education employer or for the School for the Deaf or School for the Blind.

You are **not** required to submit a quarterly report if:

- You work for a school district or ESD and are purchasing service credit for the 2004-05 fiscal year or any fiscal year thereafter.
- Your employer begins reporting substitute hours to DRS through automated means. (You will still be required to submit quarterly reports if you are purchasing service for a period of time prior to when the employer began automated reporting.)

WHAT MUST BE INCLUDED ON THE QUARTERLY REPORT?

DRS only accepts quarterly reports issued by your employer(s). Many districts issue the report on a monthly basis so it is important to maintain a copy of your reports as you may need to include them with your application for service credit.

Each quarterly report must include:

- Your name, your Social Security number and your employer's name; and
- The fiscal year in which you worked; and
- The number of days you worked each month, totaled by month; and
- The amount of compensation you earned each month, totaled by month; and
- The signature of the payroll officer or person authorized to verify the report.

If you were employed by more than one school district or ESD during the fiscal year, be sure to submit all quarterly reports with your application to DRS.

MORE INFORMATION?

If you have questions regarding your service credit, write to DRS at PO Box 48380, Olympia, WA 98504-8380.

Telephone

1-800-547-6657 (toll-free)
(360) 664-7000 (Olympia area)

E-Mail

recep@drs.wa.gov

DRS Web site

www.drs.wa.gov

TRS publications are available on the DRS Web site.



Substitute's Guide

As a substitute teacher in one of Washington's public schools, your membership in the Teachers' Retirement System (TRS) is optional.

Your hours and earnings are reported to the Department of Retirement Systems (DRS) by each employer you work for during the year, but contributions are not deducted from your paycheck. If you meet eligibility requirements and would like to receive TRS service credit, you must apply with DRS and pay the appropriate contributions by requesting a substitute bill.

Use the chart below to find the requirements for obtaining service credit.

Membership requirements for obtaining service credit

Topics	New members	Established members
Membership requirement	To establish membership for the very first time as a new TRS member, you must work as a substitute teacher for 70 or more hours per month for at least five months during a school year. A school year is September 1 through August 31.	You're an established TRS member if you already earned service credit and paid contributions.
Plan Choice	You may choose between TRS Plan 2 and Plan 3 when you request your first substitute bill. To learn more about choosing a plan, read the <i>Plan Choice Booklet</i> at www.drs.wa.gov .	You're already a member of TRS Plan 2 or Plan 3.
Transfer rights	As a new member you do not have transfer rights because once you make a plan choice, you remain in your chosen plan.	Established Plan 2 members may transfer to Plan 3 unless you chose Plan 2 under your choice rights. To learn more about choosing a plan, read the <i>Plan Choice Booklet</i> at www.drs.wa.gov . Established Plan 3 members remain in Plan 3.
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Application timing	You can apply for service credit beginning in September following the school year you worked.	You can apply for service credit beginning in September following the school year you worked.

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- You work for a higher education employer or for the School for the Deaf or School for the Blind.

Quarterly reports need to provide a month-by-month breakdown of the exact hours you worked and compensation you earned in each month. The report must be signed by your employer.

What if I withdrew my TRS contributions?

If you were previously a member of TRS Plan 2 and withdrew your contributions, you can re-establish your membership.

- To re-establish membership in Plan 2 you must:
 - Work as a substitute teacher for five months for at least 70 or more hours per month during a school year;
 - Complete the attached *Substitute Teacher's Application for Service Credit* and purchase service credit for that year; and
 - Pay the service credit bill in full.

- If you are a Plan 3 member and withdrew your contributions, you may continue to apply for service credit in Plan 3 for substitute time you worked.

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Substitute Handbook Receipt Acknowledgement

Please read the following statements, fill out the information below, sign and return this page to the Substitute Services Specialist.

I have received a copy of the Mead School District Substitute Handbook and am aware it is also available to access online through www.mead354.org in the substitute services pages of the website.

I acknowledge that I will/have reviewed the information contained herein and understand I am required to complete all forms and compliance training as required.

I further acknowledge that I am expected to work at least **four** assignments per month (with the exception of December) before June 16, 2023 and have complied with all expectations as documented herein to maintain active status.

By signing this form, I have read, understand, and am responsible for complying with the contents herein.

Printed Name

Signed Name

Date