

South Kitsap School District

Substitute Handbook

2024-2025



Nurturing Growth, Inspiring Achievement,
Building Community

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South Kitsap School District Human Resources

Aug 23, 2024

Welcome to the South Kitsap School District family! We are pleased that you are joining our team in the vital role of a substitute. Your services ensure that student success remains a priority and that learning continues when staff members have other needs to meet. We consider you to be an essential and valued asset in our mission to ensure high levels of learning for all students.

At South Kitsap, we are committed to supporting your position through a variety of communications and programs. This handbook will provide you with facts and information about your responsibilities as a substitute staff member, as well as serve as a guide to our District policies and procedures. Please review this information carefully, as this resource is designed to best prepare you for a successful experience in our schools.

The enclosed material will help you get started in your new position. Occasionally throughout the year the District will offer staff development activities and trainings. Our hope is that you will be able to take advantage of these opportunities. We will notify you of trainings by posting them on the substitute placement system.

On behalf of all the members of our South Kitsap family, we want to say thank you for joining our team. We are looking forward to another great year in South Kitsap School District.

Tim Winter, Superintendent

Will Sarett, Executive Director of HR

Denee' Coultas, HR Substitute Services Specialist

Getting Started

Congratulations and welcome to school year 2024-2025! You are an important part of the South Kitsap School District team. The district recognizes the role of a substitute can be difficult and demanding. Our office is here to help you whenever you have questions, concerns, or need assistance, please do not hesitate to contact Denee Coultas, Substitute Services Specialist at 360-874-7070 anytime Monday through Friday, 6:30AM to 3:00PM. The district would like to thank you in advance for your professional contribution to our students, staff, and employees of the South Kitsap School District.

You may not know where that 5:00AM sub request phone call or notification is going to take you. It could be an efficiently organized classroom full of the best-behaved students you've ever seen, or it could be... well, you can imagine. But no matter where that assignment leads you, it is your job to be ready to make the most of any situation.

Below are a few tips to get help you get organized and prepared before your next call:

- Understand our Substitute Management System (Red Rover). Be prepared with your login information, as well as how to navigate in and around the system on the internet.
- Place a pen and pad next to the phone/computer to jot down the school, grade level, employee's name, and job number.
- If you need directions to a school, visit our SKSD website (www.skschools.org), and in the upper right-hand corner of the webpage, you will see "Select a School" that includes a drop menu of our school locations. The address is found conveniently on the school's homepage at the bottom of the page. A district map is also included in this handbook (pg. 45).
- Designate a section of your closet for appropriate substitute clothes and be sure you have a variety of clothing prepared for last-minute calls. Your attire should be professional, comfortable, and reflect the assignment.
- **Please do not wear perfumes or colognes.** Many students and staff members have medical conditions and these products could cause discomfort for them.
- Always visibly wear your South Kitsap School District issued name badge when fulfilling a substitute position for our District.
- Enjoy your day! The South Kitsap School District family is comprised of a great group of students and staff that appreciate and thank you for helping when staff members are unable to be there.

Substitutes may want to assemble a backpack to serve as a back-up kit for the classroom or playground/lunchroom. Below is a list of suggested items:

- For Para-educators: keep extra pens, pencils, a watch, red pen, stamps, or stickers for marking, a calculator, and running shoes.
- For Playground/Lunchroom Supervisors: Keep running shoes and a whistle, and make sure you bring a coat or sweater for outdoor wear.
- For Substitute Teachers: personalize your kit to meet your needs and fit your teaching style. Include personal/professional items such as District information, markers, scissors, paper clips and name-tag materials, rewards/motivators such as certificates, etc.

School start times vary from school to school, so review carefully the start time indicated on the job assignment in Red Rover and refer to the bell schedule. It is **required** (classified and certificated) that you remain at the school until the ending time of the job assignment that is indicated on your Red Rover assignment. If you need to leave earlier than the time indicated, you **must** make **prior** arrangements with the Principal.

- All substitutes are to report directly to the school office to sign in. Because each school will have their own individual requirements, you may be also asked to sign out at the end of the day.
- You can obtain the daily schedule, a copy of school rules, and often the lesson plan from the Office Coordinator. Be sure to check out and return all materials at the end of the day.
- Please do not accept a continuing or indefinite assignment if there is any doubt as to whether you will be able to finish it. It is much more disrupting for the students if we must find another substitute in the middle of an assignment. If we are unable to find a substitute for the entire job, it will be split and offered again.
- Substitute Teachers and classified substitutes are expected to maintain the same ethical standards as regular employees. Feel free to discuss any problems or concerns with the building principal or the Human Resources Office.
- Substitute Teachers or classified substitutes are not allowed to dispense medication. Call the school office and they will refer this action to an authorized person.
- Should problems or questionable situations appear, refer to the building administrator for advice.
- When you accept a job assignment at the South Kitsap High School, your parking spot number should be included in the notes section of the absence in Red Rover. If the parking spot number is not listed in the absence, please check in with Felicia Dorce, Staff Assistant at the main office, dorce@skschools.org.



SOUTH KITSAP
SCHOOL DISTRICT

Inclement Weather



AM STATIONS	FM STATIONS	TV STATIONS	WEB SITES
KITZ 1400	KPLU 88.5	KOMO TV 4	https://www.flashalert.net
KIRO 710	KUOW 94.5	KING TV 5	www.skschools.org
KOMO 1000	KJR 95.7	KIRO TV 7	
KRPM 1090	KLSY 92.5	KCPQ TV 13	

Forecasting the weather for school closures is not an easy task. Our community is large enough that snow may accumulate in one area and not in other areas.



South Kitsap School District officials put a great deal of effort and thought into determining whether to keep schools open, start late, or close schools due to inclement weather conditions. Each time a decision is made, many different interests and issues are taken into consideration; the primary decision factor is student safety. Of course, parents make the final decision when sending students to school during inclement weather.

When are decisions made?

School district officials do their best to make the decision by no later than 5:30 a.m. Sometimes, conditions are stable enough that the district can make the announcement the night before. In such situations the School Messenger calling system will be used to contact all families and staff at home.

No News is Good News

SKSD will report all school schedule changes to the local news media and post these changes to the home page of the district website. If no reports have been made, school will begin at regularly scheduled times.

When will my bus come?

Bus routes follow the same schedule as our schools. For example, if schools are delayed two hours, bus riders can expect the bus to come approximately two hours late. On the occasion when roads are not passable, the Transportation Department may use alternate stops.

Take Action

To insure you are notified of school delays, closures, or other emergencies:

Make sure you are signed up for the following:

1. **Flash Alert:** This is first place school information is sent. It is the same source that media outlets use to feed the information ticker that runs on the bottom of the screen during a newscast.

Sign up at <https://www.flashalert.net> and review your account each year to ensure that you continue to receive messages.

2. **Skylert - SMS Messaging:** A new feature in Skyward Family Access but families must “opt in”. Please update your information in the Skyward system. Directions are on the next page.

3. **Monitor Facebook, Twitter, and of course our website www.skschools.org**

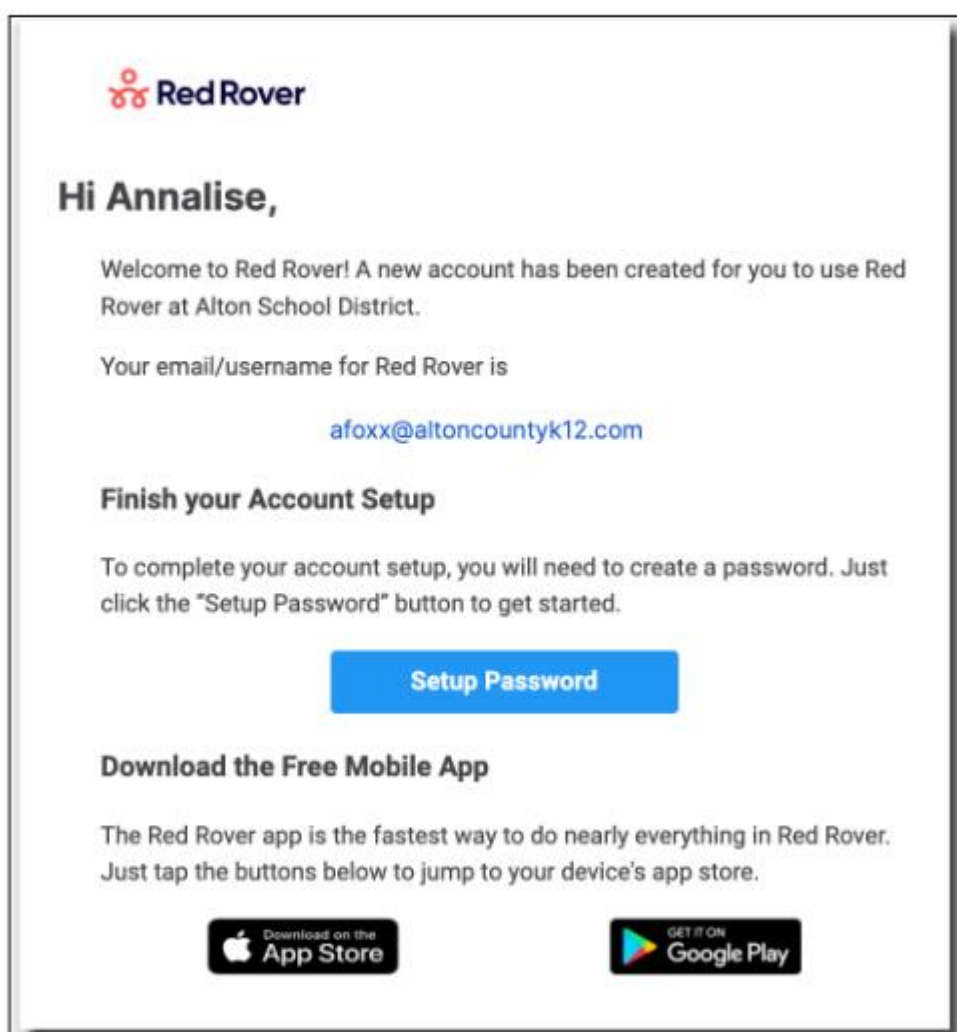
Registering with Red Rover Absence Management System

South Kitsap School District uses the web-based Absence Management System- RED ROVER to assign jobs to Substitute Teachers and classified substitutes. All assignments are offered by RED ROVER or the HR Substitute Specialist. *You **do not** have an assignment unless you have a confirmation number, and the assignment is displayed or listed in your RED ROVER assignments.*

All Substitute Teachers will receive a RED ROVER email invitation. This invitation will include a link to create a new account and password. Once you have logged in, you can set up your account information and preferences.

How to Login to Red Rover

Before logging into Red Rover, you will receive an email invitation from your district's system administrator. The email will look like this:



- To set up your Red Rover account, click the **Setup Password** button in the email. This will allow you to create a new account and password with Red Rover. From this point forward, your Red Rover login ID will be your email address.

Follow this link to review the guide titled 'Getting Started as a Substitute.'

https://help.redroverk12.com/hc/article_attachments/8748694074644

RED ROVER also has video tutorials and articles on their website to aid you in using the system. You may also contact the HR Substitute Specialist at 360-874-7070 or e-mail coultas@skschools.org with any additional questions.

The Red Rover K12 mobile app is available for Substitute Teachers and classified substitutes who have iOS and Android. You need to access the app store on your mobile device and download Red Rover K12 app. Once the download is complete, find Red Rover in your list of apps and tap the Red Rover icon to open. Sign in using your email address and your Red Rover password.

Accepting/Reviewing Substitute Job Assignments

Contracted Teachers, Paraeducator, Custodial and Office staff will enter their absence and substitute assignments into Red Rover. All available substitutes will be able to view the assignment depending upon their own school preference selections as well as the district, schools, and staff preference lists. A substitute's ability to view and/or accept available assignments can vary from immediately for a current day's assignment and up to 120 days in advance.

Red Rover will begin notifying substitutes at 5:00am each weekday morning letting you know that jobs are available to be reviewed and accepted.

Notification Rules for a New Available Assignments

When an assignment becomes available to subs, Red Rover will begin sending out notifications. However, there are rules and time windows that impact when new available assignment notifications are sent.

For the quickest and earliest notification for available jobs, we highly recommend using the free Red Rover app found in the Apple and Google app stores.

Daily Notification Windows:

Red Rover sends notifications during the following notification windows:

- **Weekdays:** 5:00 AM - 10:00 PM
- **Saturdays:** 9:00 AM - 10:00 PM
- **Sundays:** 9:00 AM - 10:00 PM

You can only accept an available job online or via a smartphone using the app. It's important to login quickly to RED ROVER to review job assignments; otherwise, it is possible that other substitutes can accept the assignment before you.

How to Accept a Job

Red Rover will display any jobs that you are currently qualified and available to work toward the bottom of the home page. Red Rover will display the date(s), employee, position(s), locations(s), and length of each available job.

- To accept a job, simply hit **Accept**.

The screenshot shows the 'Available assignments' section with a 'REFRESH' button in the top right. Below are filters for 'Schools' (a search box) and 'Preferences' (a dropdown menu set to 'Default'). There is also an 'Include dismissed' checkbox. The main assignment is for 'Feb 21 Monday' at 'Hartford Elementary School' for '3rd Grade Teacher for Alexandra Ray'. It is a '1 Full Day' from 8:00 AM to 2:30 PM. There are 'Dismiss' and 'ACCEPT' buttons. The 'ACCEPT' button is highlighted with a red box.

- If the job is a multi-day assignment, click the **DETAILS** button to see all days of the assignment. Then click **ACCEPT**.

The screenshot shows the 'Available assignments' section with the same filters as the previous image. The main assignment is for 'Feb 21 + 1 day' at 'Hartford Elementary School' for '5th Grade Teacher for Matthew DeHart'. It is a '2 Full Days' from 8:00 AM to 2:30 PM. There are 'Dismiss' and 'DETAILS' buttons. The 'DETAILS' button is highlighted with a red box. Below the assignment, there is a '+ Click to expand' link.

If your district allows, you may be able to accept parts of a multi day job.
To accept parts of a multi day job

- Click the **DETAILS** button.
- Uncheck the boxes next to any days you do not want to accept.
- Then click **ACCEPT**.

The screenshot shows the 'Available assignments' section with the same filters. The main assignment is for 'Feb 28 - Mar 2' at 'Hartford Elementary School' for '1st Grade Teacher for Sarah Merrill'. It is a '3 Full Days' from 8:00 AM to 2:30 PM. There are 'Dismiss' and 'ACCEPT' buttons. The 'ACCEPT' button is highlighted with a red box. Below the main assignment, there is a vertical list of days: 'Mon, Feb 28', 'Tue, Mar 1', and 'Wed, Mar 2'. Each day has a checkbox. The 'Tue, Mar 1' and 'Wed, Mar 2' checkboxes are checked. The 'ACCEPT' button is also highlighted with a red box. Below the list, there is a '- Click to collapse' link.

If you have accepted an assignment and then are unable to fulfill it, you can cancel that assignment by going into your RED ROVER account and deleting it. You then would want to enter a non-workday on your calendar. If you cancel a day-of assignment, you won't be able to see a different assignment for that day.

Your job as a substitute is to look for assignments in RED ROVER. You are responsible for keeping your schedule up to date in RED ROVER. As a substitute in Red Rover, you can manage your regular work availability for subbing (recurring availability), as well as any special events that impact your work availability (non-recurring event). These features are found under 'Manage Availability' in your profile. By keeping your schedule up to date, RED ROVER will only contact you when you are available. Please, if

you are unable to work, make yourself unavailable on your RED ROVER profile.

If you are reviewing a job assignment that has already started, it means that the job is still available. If you can work, accept it, then call the HR Substitute Specialist (Denee Coultas) and let them know what time you will be able to arrive.

2024-2025 Bell Schedule

Substitute Arrival and End Times							Early Release Days			
School	Sub Arrival	School Start	AM Assign End	PM Assign Begin	Student Depart	Sub Depart	Sub Arrival	Student Depart	Sub Depart	Last Day of School
Burley Glenwood	8:05	8:35	11:50	11:50	3:10	3:35	8:25	12:10	12:10	11:10
East Port Orchard	8:05	8:35	11:50	11:50	3:10	3:35	8:25	12:10	12:10	11:10
Hidden Creek	8:35	9:05	12:20	12:20	3:40	4:05	8:55	12:40	12:40	11:40
Manchester	8:35	9:05	12:20	12:20	3:40	4:05	8:50	12:40	12:40	11:40
Mullenix Ridge	8:05	8:35	11:50	11:50	3:10	3:35	8:20	12:10	12:10	11:10
Olalla	8:35	9:05	12:20	12:20	3:40	4:05	8:50	12:40	12:40	11:40
Orchard Heights	8:35	8:35	12:20	12:20	4:05	4:05	8:50	12:40	12:40	11:40
Sidney Glen	8:35	9:05	12:20	12:20	3:40	4:05	9:00	12:40	12:40	11:40
South Colby	8:35	9:05	12:20	12:20	3:40	4:05	9:00	12:40	12:40	11:40
Sunnyslope	8:35	9:05	12:20	12:20	3:40	4:05	8:45	12:40	12:40	11:40
Cedar Heights	7:40	8:10			2:45	3:10	7:40	11:10	11:25	10:35
John Sedgwick	7:40	8:10			2:45	3:10	7:40	11:10	11:25	10:35
Marcus Whitman	7:40	8:10			2:45	3:10	7:40	11:10	11:25	10:35
AM Assignment	7:40	8:10	11:25	11:25	2:45	3:10	PM Assignment			
South Kitsap High	6:55	7:25	10:40	10:40	2:00	2:25	6:55	10:40	10:40	10:00
Explorer Academy	7:30	8:00	11:15	11:15	2:30	3:00	7:25	11:05	11:05	10:30
Discovery @ Madrona	7:00	7:25	10:40	10:40	2:00	2:40	6:55	10:40	10:40	10:00
Preschool @ Madrona	8:30	9:15	12:15	12:15	3:45	4:00				

Food & Nutrition Lunches

Lunch is offered to students and staff. For information and menus, visit www.skschools.org; select **Departments; Food and Nutrition Services**. The SKSD Food and Nutrition Services Department delivers salads and sandwiches to district buildings and schools. You can order in any of the following ways.

- Fax your order to FNS at 360-443-3674
- Send your order in through your building to Food and Nutrition Department
- E-mail your order to: barret@skschools.org

2024-2025 Academic Calendar



2024 - 2025
Academic Calendar

YELLOW = First and Last Day of School
GREEN = ½ Day Early Release

BLUE = No School for Students
GREY = Late Start (45 minutes) for Collaboration

August 2024						
S	M	T	W	T	F	S
				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

September 2024						
S	M	T	W	T	F	S
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					

October 2024						
S	M	T	W	T	F	S
		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		

November 2024						
S	M	T	W	T	F	S
					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

December 2024						
S	M	T	W	T	F	S
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 2025						
S	M	T	W	T	F	S
			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 2025						
S	M	T	W	T	F	S
						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 2025						
S	M	T	W	T	F	S
						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 2025						
S	M	T	W	T	F	S
		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 2025						
S	M	T	W	T	F	S
				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 2025						
S	M	T	W	T	F	S
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					

Arrival and Dismissal

Substitute Teachers

The start and end time listed on Red Rover are the times that you are expected to work. State law requires Substitute Teachers to be on duty 30 minutes before the start of school to allow time to find the office, sign in, find the classroom, locate the lesson plan, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. If you are not able to be in the classroom before the first bell, please call Substitute Services 360-874-7070 and they will contact the main office for you.

Substitute Teachers **must** follow the teacher's lesson plans. If one was not provided, check with the main office. Paraeducators **cannot** teach the classroom. If you have taken an assignment that includes Paraeducators in the classroom **Substitute Teacher** is the one responsible for the teaching of the material for that class.

When the students have been dismissed for the day the Substitute Teacher still has several duties to perform.

- The room should be checked to ensure that it is restored to the way the Substitute Teacher found it.
- Books, supplies, and instructional materials should be returned, desks placed in the original positions, etc.
- Successful Substitute Teachers will take a few minutes to leave a detailed note for the teacher. The teacher appreciates knowing how much of the lesson plan was accomplished.

The minimum school day as defined by state law is as follows:

WAC 180-44-050: School Day as Related to the Teacher. Teachers and other certificated personnel are required to be at their respective schools for the benefit of pupils and patrons at least thirty (30) minutes before the opening of school in the morning and at least thirty (30) minutes after the closing of school in the afternoon.

Classified Substitutes

The start and end time listed on Red Rover are the times you are expected to work. Paraeducators and clerical substitutes should allow enough time to find the office, sign in, locate the classroom and/or assigned work area and introduce oneself to the teacher and/or supervisor, and receive instructions. The custodial substitute should allow enough time to find the office, sign in, and ask the office professional to locate the shift supervisor.

You may receive an assignment late in the day. It might be impossible for you to arrive at the expected time. In such a case please contact the HR Substitute Specialist at 360-874-7070 and they will let the school know your estimated arrival time. It is very important that you always communicate if you will be late or if your schedule changes in any way. We understand situations arise from time to time, but if a substitute habitually arrives late or leaves early, they will be taken off the substitute roster.

District Telephone List

South Kitsap High	874.5600
Cedar Heights Junior High	874.6020
John Sedgwick Junior High	874.6099
Marcus Whitman Junior High	874.6167
Burley Glenwood Elementary.	443.3141
East Port Orchard Elementary.	443.3185
Hidden Creek Elementary.	443.3056
Manchester Elementary	443.3234
Olalla Elementary	443.3360
Orchard Heights Elementary	443.3530
Sidney Glen Elementary.	443.3454
South Colby Elementary.	443.3025
Sunnyslope Elementary	443.3497
Discovery Alternative	443.3691
Explorer Academy	443.3615
Madrona Heights.	443.3641
Administration	874.7000
Business Services.	874.7013
Community Relations.	874.7003
Facilities/Operations	874.6000
Food & Nutrition	443.3663
Human Resources	874.7070
Instructional Services	874.7052
Office of Special Education	443.3629
Payroll	874.7025
School Administration & Student Services	874.7064
Special Programs	874.7060
Transportation	874.7093
Technology	874.7047
Warehouse	443.3678

Substitute Job Descriptions

Certificated Substitute (Substitute Teacher)

Maintain orderly classroom/learning environment and deliver instruction based upon the best available research and practices in teaching and learning. The Substitute Teacher must be able to follow existing teacher's plans.

Playground/Lunchroom Supervisor

Substitute monitors playground, lunchroom, equipment, and facilities for the purpose of providing for the safety and welfare of students and resolving conflicts. Also, reports observations and incidents relating to students' behavior for the purpose of communicating information to teachers, parents, and administration.

Office Coordinator or Office Assistant

Depending on the assignment, duties include a variety of routine clerical tasks, assisting in telephone and receptionist duties, basic computer knowledge using Microsoft Office applications, database management software and/or district email system. Most substitute office professionals will be expected to interact with staff, students, parents, and the public.

Custodian

Substitute is responsible for the care, cleanliness, and custody of the facilities and equipment. The position requires that the custodian keep the facilities in a condition that safeguards the health and safety of the students and staff.

Bus Driver

Operate school buses in all types of weather conditions including but not limited to fog, rain, hail, sleet, and snow. Transport students and other authorized persons to and from school, on field and extracurricular trips as authorized by school district management.

Food Services

Substitute serves food and handles payments from students and staff. Substitute food service helper assists personnel in maintaining a sanitary and safe environment, including work materials and food items, for the purpose of ensuring a safe and sanitary area, complying with required health and legal standards of operation.

Office of Special Education Program Descriptions

Resource Support Program:

Specially Designed Instruction (SDI) can be provided in the general education classroom and/or the Resource Support Program (RSP). Accommodations and modifications are provided to students in both settings based on individual need and as outlined in the IEP. Instruction is provided by special education teachers with support from paraprofessionals and in some cases in collaboration with the general education teacher (co-teach). SDI is provided through adaptation of the content, delivery, or methodology in qualifying areas (i.e., Academics, Learning Behaviors, Social-Emotional). Core curriculum, supplemental curriculum, and evidence-based strategies are utilized to address individual student need(s). Progress on goals is monitored through routine data collection, which is used to make educational decisions. Students participate in all federal, state, and district assessments with needed, practiced, and allowable accommodations and modifications as determined by the IEP team. RSP services are available at all schools.

Social Communication:

Students served in the Social Communication program need explicit instruction in social skills, social cognition, pragmatics (social language), application of visual and sensory strategies/supports, employment of self-management techniques, and academic instruction at individual skill levels. Services are delivered in a language-rich, highly structured learning environment with positive behavioral supports, academic, sensory, and social skills instruction. Students benefit from an environment where they can access sensory supports, routines, predictability, and instruction in social-emotional and self-regulation skills through a small group and/or individually. Academic levels may range from at or above to below grade level. Certificated, classified, and related service staff will provide and support instruction and carryover for students to access their general education setting as appropriate and as much as possible. Support may be needed throughout the child's school day with fading toward independent skill use. Students participate in all federal, state, and district assessments with needed, practiced, and allowable accommodations and modifications as determined by the IEP team.

Services/programs are provided at designated schools.

*Students who meet criteria for Intellectual Disability, have a primary disability of Specific Learning Disability, and/or who are minimally-verbal to non-verbal are best served through other district programs (e.g., RSP, Academic, or Functional). *

Academic/Adaptive:

Global academic skills of these students are well below average with potential social/emotional, behavioral, communication, and/or adaptive skill deficits. Related services and/or supplementary aids and services are provided as determined by the IEP team. Students are successful in accessing the general education setting for a portion of the school day (e.g., music, PE, library, lunch, social studies, science, etc. as appropriate) and may be

capable of transitioning safely and independently between classes. Students can participate in general education classroom routines with minimal or moderate adult support. Goal areas are addressed using core, supplemental, and/or replacement curriculum. Students require small group and/or individual instruction based on needs. Students participate in all federal, state, and district assessments with needed, practiced, and allowable accommodations and modifications as determined by the IEP team; alternate assessment consideration is made at the secondary level. Services/programs are provided at designated schools.

Functional/Adaptive:

Global developmental delays across areas especially in cognitive and adaptive skills (as well as, academics, behavior/sensory regulation, social-emotional, communication, fine and gross motor, etc.) are present and students can access related services and/or supplementary aids and services as determined by the IEP team. Students are not defined by what they cannot do, but rather the supports they need to achieve their goals. Student goals are focused on a combination of functional academics and developing the skills necessary for independence. Instruction is delivered through small group and/or individually; discrete trials are a foundation for instruction. Support is given for acquiring community independence and vocational skills through classroom activities, community field experiences, and work experiences as appropriate. Students in this program require support throughout their school day to gain skills within and outside their classroom (e.g., during instruction, transitions, lunch, PE/music/library, recess, etc.). Support is given for activities of daily living, meeting sensory needs, and assistive technology. Students may need to access alternate forms of federal, state, and district assessments. Services/programs are provided at designated schools.

Emotional-Behavioral Support Programs:

Services are focused on students with clinically significant social/emotional and behavioral needs and assisting them in altering specific behaviors that interfere with their learning. A Functional Behavioral Assessment (FBA) is completed prior to initial program placement with documented results from implementing a Behavior Intervention Plans (BIP); consideration for program placement can be made based on medical diagnosis and/or prior out-of-district program placement. Students can have difficulty with self-managing behavior, developing interpersonal relationships, and exhibiting expected responses to daily situations. The program focuses on providing support in these areas within the small group setting through promoting positive behaviors in a structured system. Students may have learning problems or may be approaching/at/above grade level in all or specific academic areas with access to general education curriculum/materials and learning supports as appropriate (LAP/Title I/RSP). Students are included in the general education environment as appropriate and as much as possible.

Consideration for programs designated for students with differing needs (conduct disorder vs mental health) is made. Students participate in all federal, state, and district assessments with needed, practiced, and allowable accommodations and modifications as determined by the IEP team.

Services/programs are provided at designated schools

South Kitsap High School:
Resource Room
Functional Adaptive
Resource Room
Transition (CTP)
EBSP (Emotional- Behavioral Support Program)
Marcus Whitman Middle School:
Resource Support
Functional Adaptive
EBSP
John Sedgwick Middle School:
Resource Support
Academic Adaptive/ Social Communication
Cedar Heights Middle School:
Resource Support
Social Communication
East Port Orchard:
Resource Support
Academic Adaptive
Social Communication
Orchard Heights:
Resource Support Academic
Adaptive Functional
EBSP 2-5
Social Communication
Sunnyslope:
Resource Support
Academic Adaptive

Hidden Creek:
Resource Support
Academic Adaptive
Functional Adaptive
Social Communication
Olalla:
Resource Support
Academic Adaptive
Pre-School
Mullenix Ridge:
Resource Support
Academic Adaptive
Functional Adaptive
South Colby:
Resource Support
Academic Adaptive
Manchester:
Resource Support
Academic Adaptive
Social Communication
Developmental Pre-School
Burley Glenwood:
Resource Support
Academic Adaptive
Pre-School
Sidney Glen:
Resource Support
Academic Adaptive
Functional Adaptive
Social Communication

Compensation

Pay Periods

Pay periods are from the first day of the month through the last day of the month. Payday is the 15th of the following month. In the event the 15th of the month falls on Saturday, Sunday, or a holiday, your pay will arrive on the Friday prior. Direct deposit is mandatory. If you have not already done so, you will need to fill out a direct deposit form. The first check will come directly to you in the mail on the 15th. In the following months, your pay will be direct deposited in your account on the 15th. You can access your pay information and personal profile information in Skyward through our website. Select **For Staff; Skyward Employee Access** or online <https://www2.saas.wa-k12.net> for your convenience. Please check the information on your pay stub to be sure it is correct. Also, check your pay stub for withholding tax; if none has been deducted, you may want to fill out another W-4 form and have an additional amount withheld from each check.

Access Payroll Check History & Employee Information

Skyward Fiscal/HR Access

South Kitsap School District Skyward software allows you access to your information online for your convenience. Pay warrants are not mailed to you; you have the choice of when and where you would like to print your documents. You also can update addresses, phone numbers, and email addresses.

Logging In

Skyward is now a combined system for student, payroll, fiscal and HR information, so you will use your same login to access any of these areas. Once you are set up as a substitute you will receive an email with your Login ID and instructions on how to sign into the Skyward Employee Access: <http://ea.southkitsap.wa-k12.net/>. If you have questions after receiving your email, please call Human Resources at 360.874.7079.

Retirement Credit

Substitutes wishing to earn Washington State Retirement System service credit must apply directly to the Department of Retirement Systems (DRS) for this credit. You will pay your contributions directly to DRS. Your contribution to the Plan will not be tax deferred.

If you have any questions regarding your service credit, contact:

**Department of Retirement Systems
Substitute Teachers' Service Credit
PO Box 48380, Olympia, WA 98504-8380
800.547.6657**

Alternative Retirement Savings Plan Option

You may elect to have a portion of your monthly salary deducted on a pre-tax basis. You can choose to contribute that amount to either a 403(b) Plan or the Washington State Deferred Compensation Program (DCP). If interested, please contact the Payroll Office at 360-874-7025 for more information.

Substitute Timecard

Substitutes are to report directly to the school office staff to sign in. You can get the daily schedule, a copy of school rules, and often the lesson plan from the office. Be sure to return all materials at the end of the day.

- Substitute Teachers: You will sign in on a sign in sheet. Record your time in 3.75 hours (1/2 day) or 7.50 hours (full day) increments.
- Classified staff: You will sign in on a timecard. Record your time in .25-hour (15 minute) increments. After 5 hours of work in a day you are required to take a 30-minute non-paid break.
- Timecards and sign in sheets are kept in the main office of each building.
- **REMEMBER TO SIGN IN AND OUT EACH DAY!**

Resource for Health Benefits

Beginning January 1, 2020, Washington school employees will receive their health insurance and other benefits through the School Employees Benefits Board (SEBB). To be eligible to take advantage of these benefits the eligibility requirements are being a school employee who is anticipated to work at least 630 hours during the school year, regardless of the employee's job classification. Please contact Payroll at 360-874-7025 for more information

Paid Sick Leave Provisions

A. Nonexempt Staff Members (i.e. Outside Coaches, Substitutes and Temporary)

Nonexempt staff members are covered by the sick leave provisions of RCW 28A.400.300 and are also covered by the sick leave provisions of RCW 49.46.210 and Chapter 296-128 WAC beginning January 1, 2018.

In general, the sick leave benefits provided under RCW 28A.400.300 are more generous than those required by RCW 49.46.210 and Chapter 296-128 WAC. Below, however, are some of the rights that nonexempt staff members are entitled to under RCW 49.46.210 and Chapter 296-128 WAC:

1. Non-exempt staff members must accrue at least one hour of paid sick leave for every forty hours worked.
2. Non-exempt staff members are entitled to use their accrued paid sick leave beginning on the ninetieth calendar day after the commencement of their employment.
3. Non-exempt staff members may use paid sick leave to care for themselves or their family members, when the staff members' workplace or children's school or place of care has been closed by a public official for any health-related reason, or for absences that qualify for leave under the Domestic Violence Leave Act.
4. Non-exempt staff members must be permitted to carry over at least forty hours of paid sick leave.
5. Retaliation against a nonexempt staff member for lawful exercise of paid sick leave rights is prohibited.

B. Reasonable Notice for the Use of Paid Sick Leave

Non-exempt staff members in a long-term assignment must provide reasonable advance notice of an absence from work for the use of paid sick leave to care for themselves or a family member. The staff member must provide such reasonable notice to their immediate supervisor or other person designated to receive notice. Any information provided will be kept confidential. If a nonexempt staff member's absence is foreseeable, the staff member must provide notice to their immediate supervisor at least 10 days, or as early as possible, before the first day paid sick leave is used. If a nonexempt staff member's absence is unforeseeable, the staff member must contact their immediate super-visor as soon as possible.

A. Non-exempt staff member must give advance oral or written notice to their immediate supervisor as soon as possible for the foreseeable use of paid sick leave to address issues related to the staff member or the staff member's family member being a victim of domestic violence, sexual assault, or stalking. If a nonexempt staff member is unable to give advance notice because of an emergent or unforeseen circumstance related to the staff member or the staff member's family member being a victim of domestic violence, sexual assault, or stalking, the staff member or a designee must give oral or written notice to their immediate supervisor no later than the end of the first day that the staff member takes such leave.

Substitute Pay Rates

These rates are subject to change in accordance with the negotiated agreements throughout the year. The base rate of pay, for Substitute Teachers and classified substitutes, daily shall be as follows as of 9/1/2022:

Regular certificated Substitute TeacherFull day: \$200.00; half day: \$100.00

Substitute Bus Driver	\$25.79
Substitute Custodian.....	\$21.47
Substitute Courier	\$23.83
Substitute Helper/Server	\$18.12
Substitute Interpreter	\$24.51
Substitute Laborer	\$14.49
Substitute Laundry Person	\$21.92
Substitute LPN.....	\$24.51
Substitute Maintenance Helper 1	\$22.98
Substitute Assistant Mechanic.....	\$26.14
Substitute Occupational/Physical Therapy Assistant.....	\$24.51
Substitute Office Professional	\$19.37
Substitute OSS Paraeducator	\$21.58
Substitute Supervisory/Instructional (playground/lunchroom/kinder)	\$18.29
Substitute Speech & Language Assistant	\$24.51
Substitute Warehouseperson	\$25.55

Social Security taxes, withholding taxes (as applicable), and L&I contributions are deducted, as required by law.

Union Membership

The Union shall represent all classified substitutes who have been employed by the District for more than thirty (30) cumulative days (regardless of the length of a workday) within the current school year or the immediately preceding school year and continue to be available for employment as a substitute. The District agrees to deduct union dues, including authorized political contributions, from the wages of each employee who signs an authorization card, pursuant to RCW 41.56.110, provided that the Union shall be responsible for any re-authorization of dues and authorized political contributions, as required by law.

For further information regarding the Collective Bargaining Agreement for each Union, refer to: www.skschools.org; Departments / Human Resources / Bargaining Agreements.

Long-Term Assignments

There are two classifications of substitute employees: Substitute Teacher and classified substitute; and two types of assignments: daily (substituting daily) and long-term (substituting in an assignment of 20 consecutive days or more in the same assignment).

Substitute Teachers and classified employees who have completed a long-term assignment of twenty (20) consecutive days or more for the same consecutive assignment shall be paid in accordance with the Salary Schedule in the respective Collective Bargaining Agreement retroactive to the first day of assignment. Substitute Teachers in a long-term assignment must furnish the district with official college transcripts and verification of experience. When in a long-term assignment, the substitute may be absent up to the number of days shown below due to an unavoidable circumstance (illness or emergency only) without an adverse impact on rate of pay.

SKEA: Maximum 2 days.....PSE: Maximum 4 daysSEIU: Maximum 4 days

SKEA CBA:

PSE CBA: Section 1.7 (pg.7)

SEIU CBA: Section 8.3.3 (pg. 41)

When a substitute is in a position which has not been determined to be long-term, they are ineligible to be paid for attending in-service activities. Once the position has been determined to be long-term, they will be eligible to be paid in accordance with the corresponding Union Agreement.

Worker's Compensation

What you need to do immediately

Report all workplace injuries to your supervisor immediately and seek medical treatment, if needed. Within 24 hours, complete the SKSD Employee's Accident/Incident Report and submit it to the designated staff in your building or department. This contact person will fax the form to the District Safety Office.

Worker's Compensation Program

Work Related Injury or Occupational Disease Involving Medical Treatment

South Kitsap School District is subject to Washington State's industrial insurance laws and has been approved by Washington State as a self-insured employer. Self-insured employers must provide all benefits required by law. The Department of Labor and Industries regulates compliance with these laws. Our self-insured program applies to work-related injuries and occupational disease. By being self-insured, the South Kitsap School District assumes the cost of medical charges and compensation expenses, as well as benefits prescribed by law associated with work-related injuries and occupational disease, through our self-insured provider (Olympic Educational Service District 114 Workers' Compensation Trust). Funding for these benefits comes directly from the South Kitsap School District budget; it is not paid by separate funds or the Department of Labor and Industries.

Medical Treatment

As a Washington worker, you are entitled to treatment from a qualified medical provider.

Medical Provider's Office

Tell your medical provider this is a work-related injury or occupational disease, and that South Kitsap School District is a self-insured employer. Complete a Physician's Initial Report and request that it be sent to our self-insured provider. The ESD 114 claims adjuster will evaluate your claim for eligible benefits.

Self-Insured Provider

Olympic Educational Service District 114
Worker's Compensation Trust
105 National Avenue N. - Bremerton, WA 98312
Phone: 1-800-643-4369 Fax: 1-888-558-1666

Complete the Self-Insured Accident Report

ESD will mail you a SIF-2 form for completion. Please promptly return the forms to the ESD. Contact Landa Fuchs, Executive Assistant in Business Services at 360-874-7013 or via email at fuchs@skschools.org to answer any questions you may have. You will submit the completed claim to our self-insured provider, Olympic Educational Service District Workers Compensation Trust as they manage all claims for South Kitsap School District employees.

Medical Documentation Responsibility

All medical provider documents related to your claim must be provided in a timely manner after your medical appointment. If you miss work due to your injury, a written clearance is required from your medical provider before you can return to work. Failure to provide medical documentation may result in a delay of eligible benefits.

Important!

Your employer cannot deny you the right to file a claim and your employer cannot penalize you or discriminate against you for filing a claim. Every worker is entitled to workers' compensation benefits for any injury or illness which results from his/her job. Any false claim filed by a worker may be prosecuted to the full extent of the law. If you have questions or concerns, contact Business and Support Services (360-874-7013), Olympic Educational Service District, Workers' Compensation Trust (1-800-643-4369), or the Department of Labor and Industries, Self-Insurance Section (360-902-6901).

Additional Resources

South Kitsap School District Website, Staff Resources, Nuts & Bolts, Report an Accident/Incident

www.skschools.org

Department of Labor and Industries

www.lni.wa.gov

Incident Date _____ Hour _____ am/pm Work Phone _____

School District _____ School Name _____

Employee's Name _____ Social Security Number _____

Address _____ City _____ Zip _____

Home Phone _____ Date of Birth _____ Marital Status / Dependents _____

Department _____ Job Title _____ Shift Hours _____ to _____
(Food Service, Transportation, Maintenance, etc.)

Please mark the applicable category with an X:

- _____ Have not received first aid or medical treatment at this time, but may want to file a claim at a later date.
- _____ Received first aid (If YES, please describe type and by whom) _____
- _____ Will or have received medical treatment (**Phone 1-800-643-4369 or 360-782-5073 to file a claim** and add the provider's information below):

If receiving medical treatment complete: (Medical Provider's Name / Clinic / Hospital) _____ (Phone Number) _____ (City) _____

Reported the Incident to _____ Date Reported _____

Name(s) of Witness(es) _____

Did Incident Occur On or Off School Premises? _____ Were You Doing Your Regular Work? _____

Where Did Incident Occur? _____
(Breezeway, classroom, garage, grounds, etc.)

Description of Incident (include task being performed; step by step detail of incident; any tool/object involved): _____

Injury _____ Body Part Injured _____ RIGHT or LEFT
(Bruise, sprain, strain, wound, etc.)

EMPLOYEE SIGNATURE _____ **DATE** _____

PART II: To be completed by the SUPERVISOR **Send to District Office/HR* within 2 days of incident**

Date Investigated _____ Equipment Damaged? YES or NO If yes, describe: _____

Describe incident per your findings: _____

Could the incident have been prevented? YES or NO If yes, how? _____

Describe what was found unsafe (Employee actions, equipment, lighting, clutter etc.) _____

Follow up action to be taken _____ By whom _____ Date _____

Last date worked _____ Return to work date _____ Is light duty work available? YES or NO

SUPERVISOR SIGNATURE _____ Phone # _____ Date _____

Guidelines for Interaction with Students

Safe Touch should be brief

Safe Touch shoulders

Safe Touch should not linger

Safe Touch upper back

Safe Verbal Communication

Avoid sexist comments

Avoid sexual comments

Avoid sexual innuendos

Talk to all students in the same manner

Safe Touch all students in same manner

Safe Touch head

Safe Touch hands

Safe Touch arms

Safe Extra-curricular/Enrichment Activities

Tell your administrator where you are going

Get parental permission

Take more than one student

Take more than one adult

Safe Interaction with Students

When alone with a student, make sure there is a window or door open

Do not spend too much time with one student or group of students

Treat all students in the same manner

Maintain appropriate boundaries between adult and student

If you sense that a student may be developing a personal interest in you, get help. See your principal immediately

RCW 26.44.032 – Legal Defense of Public Employee

In cases in which a public employee, subject to RCW 26.44.030, acts in good faith and without gross negligence in his or her reporting duty, and if the employee's judgment as to what constitutes reasonable cause to believe that a child or adult dependent or developmentally disabled person has suffered abuse or neglect is being challenged, the public employer shall provide for the legal defense of the employee.

RCW 26.44.030 – Reports, Duty and Authority to Make

When any practitioner, county coroner or medical examiner, law enforcement officer, professional school personnel, registered or licensed nurse, social service counselor, psychologist, pharmacist, licensed or certified childcare providers or employees, employee of the department, juvenile probation office, or state family and children's ombudsman, or any volunteer in the ombudsman's office has reasonable cause to believe that a child or adult dependent or developmentally disabled person has suffered abuse or negligence, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency or to the department as provided in RCW 26.44.04. The report shall be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child or adult has suffered abuse or neglect. The report shall include the identity of the accused, if known.

RCW 28A.400.317: Physical abuse or sexual misconduct by school employees; Duty to Report; Training.

1. A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.
2. Certificated and classified school employees shall receive training regarding their reporting obligations under state law in their orientation training when hired and then every three years thereafter. The training required under this subsection shall take place within existing training programs and related resources.
3. Nothing in this section changes any of the duties established under RCW 26.44.030.

Prohibition of Harassment, Intimidation, and Bullying Policy No. 3207

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to possess a characteristic that is a basis for the harassment, intimidation, or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status, and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior, and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 3200	Rights and Responsibilities
	Policy 3210	Nondiscrimination
	Policy 3211	Transgender Students
	Policy 3240	Student Conduct
	Policy 3241	Classroom Management, Corrective Action and Punishment
	Policy 5011	Sexual Harassment

Legal Reference:	RCW 28A.300.285	Harassment, intimidation, and bullying prevention policies and procedures – Model policy and procedure – Training materials – Posting on web site – rules – Advisory committee
	WAC 392-190-059	Harassment, intimidation, and bullying prevention policy and procedure – School districts.

Management Resources:

	Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)
<i>Policy News</i> , Dec. 2014	Harassment, Intimidation and Bullying Policy Updated
<i>Policy News</i> , Dec 2010	Harassment, Intimidation and Bullying Policy Strengthened
<i>Policy News</i> , April 2008	Cyberbullying Policy Required
<i>Policy News</i> , April 2002	Legislature Passes and Anti-Bullying Bill

Adoption Date: August 20, 2008
Revised: July13, 2011; September 2, 2015

Evaluation Forms

Substitutes may request at any time to be evaluated by the teacher and/or principal of the school in which they substituted. If you have substituted in one building or for one employee several times, ask the principal if he/she would complete a substitute evaluation for you. This form is in the Forms Library on the SKSD website. Follow the path; Staff; Human Resources; Substitute Forms; you will see it listed as Substitute Teacher (Substitute) Evaluation Form.

Due Process/Discipline Substitute Performance

If complaints about a substitute are received, we request that the Building Principal first talk to the substitute about the complaint and ask the substitute to sign and date a document acknowledging the conversation. The Principal/Building Administrator should promptly provide a copy of the document to the substitute and a copy to the Substitute Services Coordinator for the substitute's file.

The substitute may request a meeting at any time with the Executive Director of Human Resources to discuss the complaint.

Bargaining unit representation shall also include substitutes who have been employed by the District for more than thirty (30) workdays within any twelve (12) month period ending during the current or immediately preceding school year and who continue to be

available for employment as substitutes.

If two (2) complaints are received on a substitute, the substitute will be required to meet with the Executive Director of Human Resources. At this time, the substitute will be informed that any additional complaints will likely result in their name being removed from the District's list of substitutes. The substitute may include a rebuttal regarding any issue addressed.

Upon receipt of three (3) complaints, the Executive Director of Human Resources will review the materials to decide. This determination may include, but not be limited to, restricting the individual from a classroom, or building or removing the individual from the District's list of substitutes.

In the case of complaints that the District determines are sufficiently serious to warrant immediate action without warning, the substitute will not be assigned to substitute in district schools until the Executive Director of Human Resources has completed an investigation. Upon completion of the investigation, the Assistant Superintendent of Human Resources will take such action as he/she deems appropriate, up to and including removal from the District's list of substitutes.

"Complaints" include, but are not limited to, a request that "a substitute not return" to a class or building, and complaints from students or staff.

Code of Professional Conduct:

STATE OF WASHINGTON

Chapter 181-87 WAC Washington State Board of Education Administrative Rules

WAC 181-87-005: PURPOSE. The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, non-renewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, non-renewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010: PUBLIC POLICY GOALS OF CHAPTER. The public policy goals of this chapter are as follows:

- 1) To protect the health, safety, and general welfare of students within the state of Washington.
- 2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- 3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 180-86 WAC.

Professional Accountability

WAC 181-87-015: ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT. Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 180-86 WAC.

Administrative Provisions

WAC 181-87-020: APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT. As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-030: PROSPECTIVE APPLICATION OF CHAPTER AND

AMENDMENTS The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 181-87-040: STUDENT—DEFINITION. As used in this chapter, the term "student" means the following:

- 1) Any student who is under the supervision, direction, or control of the education practitioner.
- 2) Any student enrolled in any school or school district served by the education practitioner.
- 3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
- 4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to dropouts, graduates, and students who transfer to other districts or schools.

WAC 181-87-045: COLLEAGUE—DEFINITION. As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

Acts of Unprofessional Conduct

WAC 181-87-050: MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE. Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- 1) Statement of professional qualifications.
- 2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
- 3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- 4) Representation of completion of in-service or continuing education credit hours.
- 5) Evaluations or grading of students and/or personnel
- 6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
- 7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
 - a) Good moral character or personal fitness.
 - b) Acts of unprofessional conduct
- 8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school-related criminal activity.
- 9) Assessments leading to certification.
- 10) An education practitioner who aids, encourages, and/or abets another educator in any falsification or deliberate misrepresentation, including omission, of a material fact in conjunction with the acts listed above commits misrepresentation in the course of professional practice.

WAC 181-87-055: ALCOHOL OR CONTROLLED SUBSTANCE ABUSE.

Unprofessional conduct includes:

- 1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
 - a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
 - b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
 - c) The education practitioner has had a reasonable opportunity to obtain such assistance.
- 2) The possession, use, or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.
- 3) The consumption of an alcoholic beverage on school premises or at a school-sponsored activity involving students if such consumption is contrary to written

policy of the school district or school building.

- 4) The possession of marijuana or marijuana-infused product on school premises or at a school sponsored activity involving students if such possession violates Washington law or is contrary to written policy of the school district or school building.
- 5) The use or consumption of marijuana or marijuana-infused product on school premises or at a school sponsored activity.

WAC 181-80-060: DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS. Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- 1) Assessment, treatment, instruction, or supervision of students.
- 2) Employment or evaluation of personnel.
- 3) Management of moneys or property.

WAC 181-87-062 Digital Communication

(1) Unprofessional conduct includes inappropriate digital communication with a student including, but not limited to: Cell phone, text messaging, email, instant messaging, blogging, or other social media or social network communication.

(2) Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- i. The nature, purpose, timing, and amount of the communication.
- ii. The subject matter of the communication.
- iii. Whether the communication was made openly, or the educator attempted to conceal the communication.
- iv. Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship, was sexually explicit, or involved discussion of the sexual history, activities, or preferences of either the educator or the student.

WAC 181-87-065: ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES. Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- 1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
- 2) Professional service contract.

WAC 181-87—070: UNAUTHORIZED PROFESSIONAL PRACTICE. Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

- 1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the state board of education when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position; for which such person is employed.

- 2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
- 3) The practice of education by a certificate holder during any period in which such certificate has been suspended.
- 4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 180-86 –160, to not continue or to accept education employment.
- 5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter; 180-86 WAC.
- 6) PROVIDED, that for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080: SEXUAL MISCONDUCT WITH STUDENTS. Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

- 1) Any sexual advance, verbal or physical;
- 2) Sexual intercourse as defined in RCW 9A.44.010;
- 3) Indecent exposure as defined in RCW 9A.88.010;
- 4) Sexual contact, e.g., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;
- 5) PROVIDED, that the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-090: IMPROPER REMUNERATIVE CONDUCT. Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 181-87-093: FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS. The failure of a principal or other certified chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 181-87-095: FAILURE TO FILE A COMPLAINT. The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 180-86-110

regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

Office of Professional Practices

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners, for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine-member professional advisory committee reviews appeal from proposed disciplinary actions. Educators who violate the code may be reprimanded, or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 180-86-013 and address commission of criminal acts and other behaviors which endanger children. Commission of criminal acts may not be directly related to professional conduct, but they do reflect upon the trustworthiness of serving as a professional educator.

Complaints or requests for additional information may be addressed to:

Office of Professional Practices
Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Additional Resources

For your convenience reference materials are available on South Kitsap School District's website at www.skschools.org. We encourage you to visit these sites for additional information and available training to help you be more successful as a substitute.

SKSD Open Positions

www.skschools.org; select Employment, Employment Opportunities, Open Positions

SKSD Policies and Procedures

www.skschools.org; select Our District, District Policies

Collective Bargaining Agreement

www.skschools.org; select Staff Resources; Collective Bargaining Agreements

School Lunches

www.skschools.org; select Departments; Food and Nutrition Services

Substitute Links

www.skschools.org; select For Staff Resources; Substitutes

Olympic Educational Service District 114

<http://www.oesd.wednet.edu>

-Olympic ESD 114 Professional Development

-Olympic ESD 114 Para educator Program

Substitute Teacher Training by Stedi.org

www.stedi.org

Professional Development

Occasionally throughout the year the district will offer staff development activities and trainings. Our hope is that you will be able to take advantage of these opportunities. We will notify you of trainings by posting them on Red Rover.

Map of School Sites

