



ISSAQUAH
SCHOOL DISTRICT 411

CERTIFICATED SUBSTITUTE HANDBOOK

2025-2026

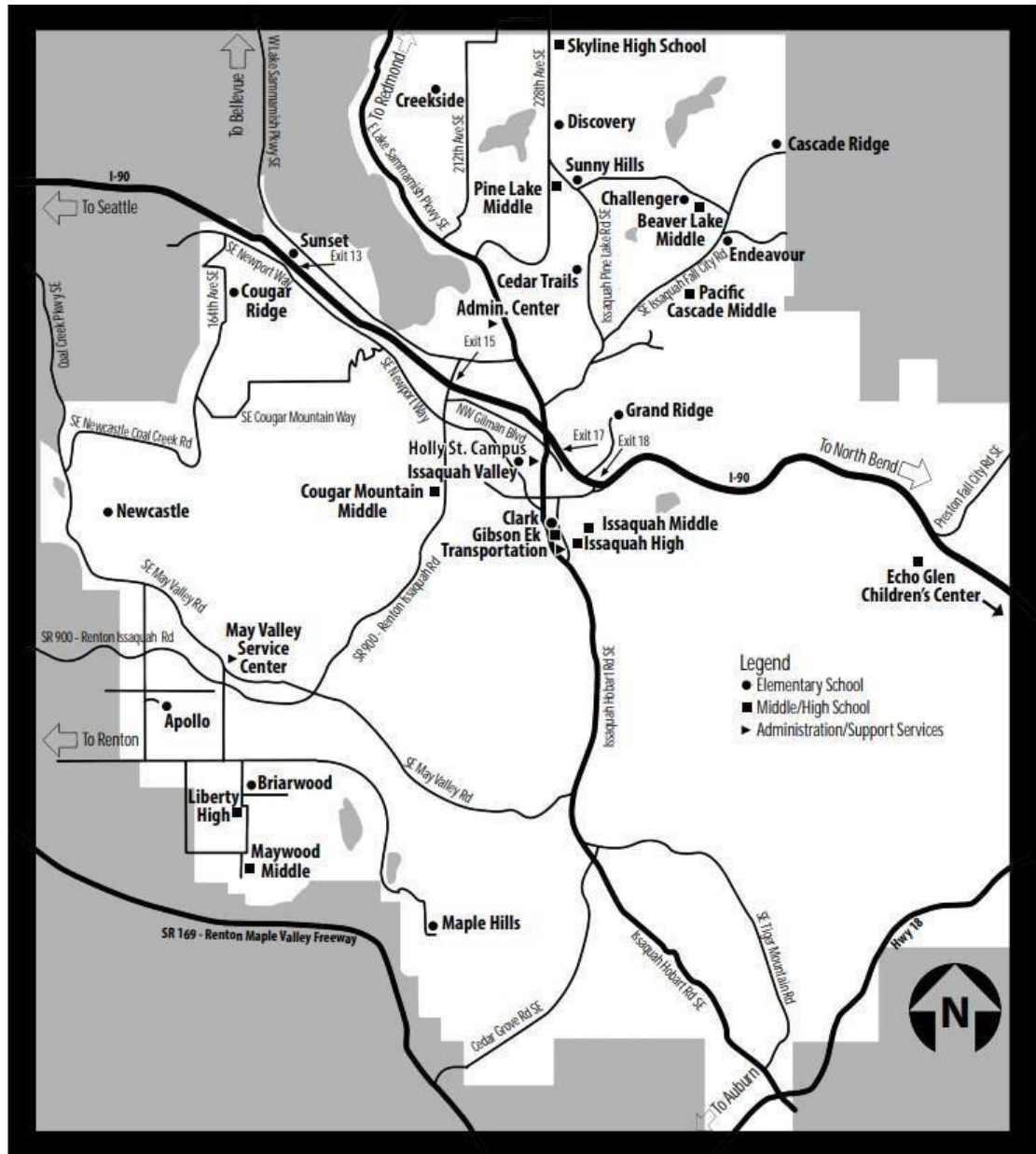


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SECTION I: INTRODUCTION

MISSION STATEMENT

Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment.

WELCOME LETTER

Welcome 2025-2026 Substitutes!

In the Issaquah School District, we are committed to providing the best and highest quality education to our students. Thank you for joining our team and helping us in that endeavor.

We sincerely hope that your experience as a valued educator is both pleasurable for you and enriching for the students you serve. We aim to partner with you to ensure student learning despite the absence of the certificated staff. We expect you will employ your expertise and experience to enrich the classrooms where you work with a diverse array of students.

We are also excited that our contract allows us to offer competitive pay for your service. Having reliable, fully-qualified professional substitutes in our classrooms has always been a priority in the Issaquah School District.

We are here to help you succeed in this role. The one-hour orientation is but one part of the support available for you. With the VISION of Superintendent, *Heather Tow-Yick*, the DIRECTION of Assistant Superintendent of Human Resources, *Donna Hood*, the SUPERVISION of HR Director, Carleen Pfeiffer and the GUIDANCE of Human Resources Certificated Specialist, *Lisa Lo* and Substitute Services Specialist, *Patricia Neill*, we hope to support you so that your experience as a certificated substitute in the Issaquah School District is a rewarding and lasting one.

With input from Administrators, Assistants to the Principal, certificated and emergency substitutes, as well as certificated staff, this Certificated Substitute Handbook has been created to outline the process for your successful work in our district.

Good luck this year!

Sincerely,

Tricia Neill

HR Substitute Services Specialist

425.837.7062

neilp@issaquah.wednet.edu



2025-2026 District Calendar

M	T	W	Th	F
AUGUST				
25	26	27	28	29

SEPTEMBER				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Aug 28:	First Day of School
Sept 1:	Labor Day <i>No school for students or staff</i>
Sept 3:	First day of school for kindergarten students
Nov 11:	Veterans Day Observance
Nov 12-13:	Elementary conferences
Nov 26-28:	Thanksgiving holiday <i>No school for students or staff</i>
Dec 22-Jan 2:	First Winter Break <i>No school for students or staff</i>
Jan 19:	Martin Luther King Jr. Day <i>No school for students or staff</i>
Jan 26:	Teacher Work Day <i>No school for students</i> <i>**may count as 1 of 180 days contingent upon state waiver; if approved the last day become June 16th.</i>
Feb 16:	Presidents Day
Feb 17-20:	Second Winter Break <i>No school for students or staff</i>
March 13:	**No School OR 1st Weather Make-up Day
March 30:	**No School OR 2nd Weather Make-up Day
Apr 13-17:	Spring Break <i>No school for students or staff</i>
May 25:	Memorial Day <i>No school for students or staff</i>
June 16:	Last day of school <i>**pending approval of state waiver for 1.26; if not approved June 17 becomes the last school day</i>
June 17 & 18:	**No School (3rd & 4th Weather Make-up Days)
June 19:	Juneteenth
INCLEMENT WEATHER MAKE-UP DAYS	
<i>** if school is closed during the school year due to inclement</i>	

M	T	W	Th	F
FEBRUARY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

2025-2026

BUILDING DIRECTORY

Below is the contact information for the 16 elementary schools, 6 middle schools, and 5 high schools in the Issaquah School District. In total, we have 27 schools serving our nearly 21,000 students.

<u>Elementary School (Grades K-5)</u>	<u>Phone</u>	<u>Principal</u>
Apollo Elementary (AP) 15025 SE 117 th St., Renton, WA 98059	425-837-7500	Julie Rojo
Briarwood Elementary (BW) 17020 SE 134 th St., Renton, WA 98059	425-837-5000	Tia Kleinkopf
Cascade Ridge Elementary (CA) 2020 Trossachs Blvd. SE Sammamish, WA 98075	425-837-5500	Jennifer Sehlin
Cedar Trails Elementary School (CT) 4399 Issaquah-Pine Lake Rd. SE Sammamish, WA 98075	425-837-6500	Tera Coyle
Challenger Elementary (CH) 25200 SE Klahanie Blvd., Issaquah, WA 98029	425-837-7550	Valerie Li
Clark Elementary (CL) 335 1 st Ave. SE, Issaquah, WA 98027	425-837-6300	Brandy Falk
Cougar Ridge Elementary (CR) 4630 167 th Ave. SE, Bellevue, WA 98006	425-837-6404	Shaun Cornwall
Creekside Elementary (CS) 20777 SE 16 th St., Sammamish, WA 98075	425-837-5200	Amy Allison
Discovery Elementary (DI) 2300 228 th Ave. SE., Sammamish, WA 98075	425-837-4100	Rachel Pearson
Endeavour Elementary (EN) 26205 SE Issaquah-Fall City Rd., Issaquah, WA 98029	425-837-7350	Megan Funes
Grand Ridge Elementary (GR) 1739 NE Park Dr., Issaquah, WA 98029	425-837-7925	Jill Ravenscraft
Issaquah Valley Elementary (IVE) 555 NW Holly St., Issaquah, WA 98027	425-837-6600	Vanessa Garcia
Maple Hills Elementary (MH) 15644 204 th Ave. SE., Renton, WA 98059	425-837-5100	JoEllen Tapper
Newcastle Elementary (NC) 8400 135 th Ave. SE., Newcastle, WA 98059	425-837-5800	Tod Wood

Sunny Hills Elementary (SH) 3200 Issaquah-Pine Lake Rd. SE, Sammamish, WA 98075	425-837-7400	Cami Przybylski
Sunset Elementary (SS) 4229 W. Lake Sammamish Pkwy. SE, Bellevue, WA 98008	425-837-5600	Kathy Keegan
<u>Middle Schools (Grades 6-8)</u>	<u>Phone</u>	<u>Principal</u>
Beaver Lake Middle School (BLMS) 25025 SE 32 nd St., Issaquah, WA 98029	425-837-4150	Kathryn Coffin
Cougar Mountain Middle School (CMMS) 1929 NW Talus Dr. Issaquah, WA 98027	425-837-6700	Erin McKee
Issaquah Middle School (IMS) 600 2 nd Ave. SE, Issaquah, WA 98027	425-837-6800	Mark Jergens-Zmuda
Maywood Middle School (MMS) 14490 168 th Ave. SE, Renton, WA 98059	425-837-6900	Erin Armstrong
Pacific Cascade Middle School (PCMS) 24635 SE Issaquah-Fall City Rd., Issaquah, WA 98029	425-837-5900	Jeff McGowan
Pine Lake Middle School (PLMS) 3200 228 th Ave. SE, Sammamish, WA 98075	425-837-5700	Michelle Caponigro
<u>High Schools (Grades 9-12)</u>	<u>Phone</u>	<u>Principal</u>
Gibson Ek (GE) 379 1 st Pl. SE., Issaquah, WA 98027	425-837-6350	Tonja Reischl
Issaquah High School 700 2 nd Ave. SE., Issaquah, WA 98027	425-837-6000	Erin Connolly
Liberty High School 16655 SE 136 th St., Renton, WA 98059	425-837-4800	Andrew Brownson
Skyline High School 1122 228 th Ave. SE., Sammamish, WA 98075	425-837-7700	Keith Hennig
<u>State Juvenile Facility</u>	<u>Phone</u>	<u>Principal</u>
Echo Glen School 33010 SE 99 th St., Snoqualmie, WA 98065	425-831-2520	Allison Ilgenfritz

SCHOOL SITE CONTACTS

ELEMENTARY SCHOOLS

Apollo Elementary – Kimberly Byrne
ByrneK@issaquah.wednet.edu
425-837-7503

Cascade Ridge - Tammie Kourtis
kourtist@issaquah.wednet.edu
425-837-5502

Challenger Elementary – Heather Wolter
wolterh@issaquah.wednet.edu
425-837-7551

Cougar Ridge Elementary – Erica Henderson
hendersone@issaquah.wednet.edu
425-837-6401

Discovery Elementary – Ashley Munoz-King
MunozKingA@issaquah.wednet.edu
425-837-4028

Grand Ridge Elementary – Kelly Scibetta
ScibettaK@issaquah.wednet.edu
425-837-7927

Maple Hills Elementary – Sonya Day
days@issaquah.wednet.edu
425-837-5104

Sunny Hills Elementary – Karin Danner
dannerk@issaquah.wednet.edu
425-837-7404

Briarwood Elementary – Cristina Vovakes
VovakesC@issaquah.wednet.edu
425-837-5005

Cedar Trails – Kathy Strilaeff
StrilaeffK@issaquah.wednet.edu
425-837-6502

Clark Elementary – Amy Kamm
KammA@issaquah.wednet.edu
425-837-6252

Creekside Elementary – Lindsay Meyer
MeyerL@issaquah.wednet.edu
425-837-5202

Endeavour Elementary – Deborah Donohoe
donohoeD@issaquah.wednet.edu
425-837-7352

Issaquah Valley Elementary – Laura Burnett
BurnettL@issaquah.wednet.edu
425-837-6602

Newcastle Elementary – Tammy Anderson
andersont@issaquah.wednet.edu
425-837-5803

Sunset Elementary – Sicily Graham
grahams@issaquah.wednet.edu
425-837-5602

MIDDLE SCHOOLS

Beaver Lake Middle School - Mirva Sibakov
SibakovM@issaquah.wednet.edu
425-837-4151

Cougar Mount MS – Kimberly Putney
PutneyK@issaquah.wednet.edu
425-837-6702

Issaquah Middle School – Julie Newton
newtonj@issaquah.wednet.edu
425-837-6821

Maywood Middle School – Joan Siegfried
siegfriedj@issaquah.wednet.edu
425-837-6904

Pacific Cascade Middle School – Marie Werbel
werbelm@issaquah.wednet.edu
425-837-5903

Pine Lake Middle School – Pam Winskill
winskillp@issaquah.wednet.edu
425-837-5777

HIGH SCHOOLS

Gibson Ek – Catherine Grizzel
grizzelc@issaquah.wednet.edu
425-837-6352

Issaquah High School- Jennifer Sauer
SauerJ@issaquah.wednet.edu
425-837-6352

Liberty High School – Beth Hardy
hardyb@issaquah.wednet.edu
425-837-4803

Skyline High School – Lora Jackman
jackmanl@issaquah.wednet.edu
425-837-7702

STATE JUVENILE FACILITY

Echo Glen School – Amy Wiggins
wigginsa@issaquah.wednet.edu
425-831-2523

2025-2026 SCHOOL SCHEDULES

The following list includes the daily student/substitute schedules for individual schools in the Issaquah School District. Please see the **Building Directory on page 4** for school addresses so that you can arrive at your assignment on time.

MONDAY, TUESDAY, THURSDAY, FRIDAY				
	<u>STUDENT TIME</u>	<u>SUBSTITUTE TIME</u>		
		AM	PM	ALL DAY
Elementary Schools	9:15am – 3:45pm	8:50 – 12:20	12:20 – 3:50	8:30 – 4:00
Middle Schools	8:10am – 2:40pm	7:45 – 11:15	11:30 – 3:00	7:45 – 3:15
High Schools	8:00am – 2:55pm	7:45 – 11:15	11:30 – 3:00	7:45 – 3:15
Gibson Ek	8:50am – 3:50pm	8:30 – 12:00	12:30 – 4:00	8:30 – 4:00
ACT Transition Program <i>(located at Gibson Ek)</i>	10:45am – 4:15pm	10:15 – 2:00	1:00 – 4:30	9:30 – 5:00
Echo Glen	8:20am – 3:13pm	8:05 – 12:35	1:00 – 3:30	8:00 – 3:30

*The preceding substitute time listings include the suggested reporting time for a substitute for either a half day or full day assignment. For a **secondary assignment**, however, you may be asked to report for 3 consecutive periods anywhere within the school day which would constitute a half day.

WEDNESDAY				
	<u>STUDENT TIME</u>	<u>SUBSTITUTE TIME</u>		
		AM	PM	ALL DAY
Elementary Schools	9:15am – 1:30pm	8:45 – 11:15	11:15 – 1:45	8:45 – 1:45

Middle Schools	10:20am – 3:30pm	9:50 – 1:20	12:20 – 3:50	9:50 – 3:50
High Schools	10:10am – 3:45pm	9:50 – 1:20	12:20 – 3:50	9:50 – 3:50
Gibson Ek	8:00am – 1:00pm	-	-	7:45 – 1:15
ACT Transition Program <i>(located at Gibson Ek)</i>	NO CLASSES	-	-	-
Echo Glen	8:20am – 2:05pm	8:05 – 11:35	11:45 – 2:15	8:05 – 2:15

DAILY RESPONSIBILITIES

Remember that the role as certificated substitute is an extension of the learning the staff member has initiated with the students. The intent should be to maintain a welcoming, supportive, and academically demanding standard to help students meet the expectations that have been set.

Getting to the school

Once you have your school assignment, consider the day of the week and consult the school bell schedules. Please notice Wednesday assignments are shorter and that middle and high schools start later on Wednesdays.

Please also see the details for where to park in **Appendix 8** so you can know where to go once you arrive at the school. Plan to leave home to arrive at school with plenty of time to spare.

Arriving at the school

It is important to be on time to your assignment. Arriving late often means that you will be delayed in traffic as parents are dropping off their students for school. A late arrival makes things difficult for you, the school staff, and especially the students.

Once you arrive, go directly to the main office and find the Assistant to the Principal to check in. Write your name on the sign-in sheet (this sheet is used by payroll to verify your work). This person will be your point-of-contact at the school and will be a great resource for you while you are there.

Be as efficient as possible while checking in since the Assistant to the Principal is required to check in all of the substitutes in the building. The Assistant to the Principal has a lot to do – as do you – before school starts.

Before you leave the office, inquire if there are any extra duties, activities, or assemblies that may modify the schedule for the day and check to make sure you have the following:

- Keys
- The day's bell schedule
- Room assignment(s) and a map of the school
- Attendance sheets
- A seating chart (if one exists)
- Sub plans left by the certificated staff member

Your first thought after checking in should be finding and reading the sub plan left by the certificated staff member. If

you do not see it, ask the Assistant to the Principal before you leave the office. If you cannot speak with them, check to see if it was included in the Sub Online posting, and head to the classroom and look for it on the teaching station near the document camera.

Once you have the sub plans, skim them to see if copies need to be made or if materials need to be brought to the classroom. If you need copies, look for the copy code and go make the copies. Typically, the copier is located in a work room off the main office. If you cannot find the copy code, ask the Assistant to the Principal. Once you're done with these tasks, head to the classroom.

Setting up for the day

In terms of professional expectations, remember that you will not be on your cell phone during the day. The expectation for all staff is to stay off social media and be engaged in the activities that students are doing. In addition, please know that State law mandates that no photographs or video be taken of students during the school day. It is strongly recommended that you leave your phone in your bag during class time. You may choose to be on social media or use the computer for personal use during lunch or during a preparatory period.

Additionally, it is an expectation that you maintain possession of the classroom keys throughout the day and ensure that no one else has access to them – do not hand them to a student for any reason. Similarly, you should lock the classroom when not in use, and make sure that when students are present you do not leave the room for convenience, only in an emergency. Always ensure that the room is locked or that you have communicated with another nearby adult who can monitor the room. It is also essential to not share any passwords or the copy code given to you by the certificated staff member or the Assistant to the Principal.

It is beneficial to check in with neighboring staff for a brief minute prior to setting up. It is important to know the names of those next to you in case you need their help or have a question for them. Introduce yourself and explain your role for the day.

Before setting up for the day, familiarize yourself with the classroom. Are there multiple exits? Do all the doors work? Do they lock? Are there blinds for the windows? How will you secure the room in an emergency drill? Is the Emergency Backpack underneath the sink? Have any distracting (or dangerous) materials been left in the room? What is your evacuation route in the case of an earthquake? Notice the emergency evacuation route by the exit door and straighten up as needed without changing the seating in the room. Safety first.

Take a brief moment and think through the challenges in the case of an emergency (for more information regarding Emergency Procedures, please see **Appendix 7**). Consider how will you both calm and protect the students. In the rare event of a lockdown, please remember that your first priority is the safety of the students. Look into the hallway and bring any nearby students into the classroom, then lock the door(s), close the blinds, and turn out the lights. Students should be well versed in the protocols. Help them remain calm, quiet, and hide safely.

Preparing for instruction

As you prepare to lead the class for the day, do not lose sight of the importance of classroom management and safety in the functioning of a great learning environment. The first priority in the room should be student safety. Your effort should be to maintain an environment where students do not:

- a. throw, toss, or send projectiles across the room;
- b. provoke each other through physical interaction like poking, prodding, or touching;
- c. make others uncomfortable through physical or verbal means.

Once you have settled into the room, re-read the lesson plan for the day (remember, the **emergency sub plan** is only to be used in the event that there has been no other plan left) and look for the directions for you and for the students.

Consider how you will communicate these instructions to the students. Will you write them? Where? Will you use the whiteboard? The projector? Do you know how to work it?

Be sure to notice any students named in the lesson plan so you can accommodate their needs. It is also important to note that you are legally obligated to maintain the confidentiality of the 504 accommodations and any health/allergy information left in your care by the certificated staff member. Do not let students or TA's see this information.

Logging into the computer

To log into the computer at any school, use the following credentials:

Username: District\jdsdsub

Password: WaterMelon!

****Please note: The Issaquah School District reserves the right to review all computer access.***

To access the WiFi network at any school, use the following credentials:

Username: internet Password: guestaccess

Set any devices to access the WiFi network. If time allows, pull up the staff member's web page from the Web Pages link on the school website. This may give you a context both for what the students have been learning and also for what the expectations are in the class. At the secondary level, the staff member may even leave the day's expectations for the students on the class website so everyone is on the same page.

It is good practice to write your name on the whiteboard so students can refer to you respectfully. Consider whether you need to write the bell schedule on the whiteboard to help with the day's transitions between classes or activities. Lastly, look for a seating chart and consider whether or not you will publish it under the document camera at the beginning of each class.

Locate the seating charts. For elementary students, the name tags are on their desks. For middle and high school students, the seating chart with names and photos or a drawing of seating charts with student names are often available near the teaching station. Enforce seating assignments to improve classroom management and to ensure those students who need preferential seating have access to it.

Instruction reminders and strategies

Once it is time for class to begin, greet students at the door as they arrive. Smile and welcome them to class as you encourage them to sit in their assigned seats so you can take attendance efficiently. Research suggests that greeting students as they enter reduces the number of behavior issues during the class. Know the bell schedule and start on time. Be aware that the bell may not always ring between classes.

As you get started, a few simple things will set you on a successful path:

1. Start on time
2. Ask for, wait for, and get their attention
3. Introduce yourself briefly and include things that bolster your credibility in the classroom
 - a. Recognize that some students would love to derail the lesson and make learning about you the purpose of the class. Don't fall for it. Be brief and then...
4. Explain your expectations for the classroom – clarify the behaviors you would like to see
 - a. Explain the steps that should happen before they go to the bathroom
 - b. Explain the ways that students should be interacting and who they should be working with
5. Explain the lesson plan that the staff member has laid out for the students

As you explain the lesson plan for students, pay particular attention to the expectation as to what should be completed by the end of class. Note also whether it should be collected by the end of the day.

All of the five (5) steps to start each class should happen in the first five (5) minutes of class so that students have time to work. Before they begin work, take note of who is absent, who was tardy, and then mark the attendance sheet. At the elementary level, be sure to get a lunch count (how many students are ordering which lunch option) as soon as you have completed taking attendance. The attendance and lunch count must be taken to the office by a responsible student as soon as possible at the start of the day.

During class, keep a bathroom log so you can know which students left the room and how long they were gone. Please include a comment in your notes to the certificated staff member if a student was out of class more than an appropriate amount of time while using the bathroom. If a student asked to see the nurse, follow up with the nurse to ensure that the student made it there and is safe.

After students have begun working, circulate around the room and engage students in the work they have been assigned to do (not engaging them in what they 'like' to do, or what they think about other topics). Help the students be productive learners. Set aside the desire to be personally engaging with students in order to prioritize their need to be productive and engaged in their learning.

During instruction, help students keep track of time and make transitions between activities so that they can be accomplish all that needs to be completed during the period. Consider whether you should put the duration for different activities on the whiteboard. Which step should be completed by what time? Although timekeeping is important, prioritize learning.

At the secondary level, a minute or two (not five or ten) prior to the end of class, remind students of what they are to turn in to you, ask them to help you straighten the room and return any books/materials to their proper place within the room.

Then, collect any work assigned by the staff member, walk the last student to the door, and start the process again. At the elementary level, help the students transition successfully from class to specialists, recess, or lunch by giving them a five minute and one-minute warning prior to transitioning which gives them the time they need to turn in work and clean up.

Before you leave

When done with the last class, script a review of each of period that day (secondary level) or each subject/specialist that day (elementary level) and leave your contact information on the note so that the staff member could reach out to you with questions. Include the general tone, productivity, and attendance for each class period (secondary) or each subject/specialist (elementary) in this note. Leave the note where the sub plans were left or in the certificated staff member's mailbox in the main office. Then, be sure to straighten up the room to leave it as it was when you arrived.

Turn in your attendance for the day (secondary) as well as the entire Sub Packet that the Assistant to the Principal gave you upon your arrival. Do not forget to leave the classroom keys at the school. You may leave the school only when your contracted day ends.

COMPENSATION & PAYROLL INFORMATION

Certificated substitutes are paid for the actual number of hours (not days) taught. Please refer to the chart below for current certificated substitute pay rates. Two (2) half days in the same day will be considered a full day pay.

2025-2026 Certificated Substitute Rates (Except Issaquah and Skyline High Schools)		
	Assignment	Hourly Rate
	Monday/Tuesday/Thursday	
	<i>Half Day = 3.50 hours per day</i>	\$33.50
Cert	<i>Full Day = 7.00 hours per day</i>	\$32.64
Sub	Wednesday	
Pay	Elementary (5.00 hours per day)	\$32.64
Rates	Secondary (6.00 hours per day)	\$32.64
	Friday	
	<i>Half Day = 3.50 hours per day</i>	\$34.64
	<i>Full Day = 7.00 hours per day</i>	\$34.64

2025-2026 Certificated Substitute Rates (Issaquah and Skyline High Schools ONLY)		
	Assignment	Hourly Rate
	Monday/Tuesday/Thursday	
	<i>Half Day = 3.50 hours per day</i>	\$33.50
Cert	<i>Full Day = 7.00 hours per day</i>	\$32.64
Sub	Wednesday	
Pay	Secondary (6.00 hours per day)	\$32.64
Rates	Friday	
	<i>Half Day = 3.50 hours per day</i>	\$34.64
	<i>Full Day = 7.00 hours per day</i>	\$34.64

A few days before payday, you can review and print your pay sub by logging onto Employee Access, where you can view your payroll and personnel information: [Home - Issaquah School District 411](#) Please refer to the chart below for current payroll pay date & bonus information.

2025 – 2026 Payroll Dates											
Month Worked:	September	October	November	December	January	February	March	April	May	June	Bonus*
Date Paid:	10/31/2025	11/26/2025	12/31/2025	1/30/2026	02/27/2026	03/31/2026	04/30/2026	5/29/2026	6/30/2026	7/31/2026	8/31/2026
<p><i>*ISD will pay the following bonuses to certificated substitutes who work a certain number of hours, which will be paid in the month of August:</i></p> <p><i>Certificated substitutes who work 500 hours will earn a bonus of \$1,000. Certificated substitutes who work 700 hours will earn a bonus of \$1,500.</i></p>											

To retrieve your login information, click on the ink that says "Forgot your Login/Password" and an email will be sent to you with your login ID and a link to reset your password. (You will be able to access this link once you have worked and earned a paycheck). If you have questions, or if you need help navigating this site, **contact Kelly Cespedes in the Payroll Department** at 425- 837- 7019 or CespedesK@issaquah.wednet.edu. Payroll Questions – contact payroll Specialist:

Kristi Wakabayashi : 425-837-7083: WakabayashiK@issaquah.wednet.edu

Billie McCaffrey: 425-837-7082: mccaffreyb@issaquah.wednet.edu

PAID SICK LEAVE

You are entitled to accrue paid sick leave as of August 15, 2020. This leave will accrue at one (1) hour of paid sick leave for every forty (40) hours you have worked. You may use this accrued paid sick leave for the following reasons as outlined in RCW 49.46.210(1)(b) and (c):

- To care for yourself or a family member;
- When you or a family member is the victim of sexual assault, domestic violence, or stalking; and
- In the event our business or your child's school or place of care is closed by order of a public official for any health-related reason.

Please **contact the Substitute Services Technician**, at TimurshinM@issaquah.wednet.edu or 425-837-7063 to access your accrued sick leave.

Accrued, unused paid sick leave balances of forty (40) hours or less will be carried over to the following year. Retaliation against you by the District for using paid sick leave for authorized purposes, or for the exercise of any rights under the Minimum Wage Act (chapter 49.46 RCW) is prohibited.

Visit the Issaquah SD website for the Substitute Teacher Leave Request

Form: [Home - Issaquah School District 411](#)

Which employees use Frontline Absence Management for leave reporting?

- Certificated staff
- Paraprofessionals
- Office Professionals
- Food Service
- Unrepresented
- Principals
- Administrators

How do I find a Substitute in Frontline Absence Management?

Absence Management is used for DAY-TO-DAY REPORTING of leave and for securing a substitute if needed. Complete Absence Management instructions can be found on the Issaquah School District's website under the LEAVES/ABSENCE MANAGEMENT tab of the Human Resources dropdown menu.

Who do I contact if I have questions?

Patricia (Tricia) Neill Substitute

Services Specialist

Human Resources, Admin Building

Phone: (425) 837-7062

NeillP@issaquah.wednet.edu

WASHINGTON STATE PAID SICK LEAVE – INITIATIVE 1433

Employee Procedures

To be eligible for IIE (Illness, Injury & Emergency) leave you must:

Have been previously scheduled for an assignment

Have an IIE leave balance available for use

(Located: [Home - Issaquah School District 411](#) ; Staff, Employee Access; Skyward; Log-In; Time off; My Status; Illness/Injury/Emergency; Available; Click on the triangle on the far left for a drop-down showing details of leave used and allocated)

Use the leave in accordance with District Regulation 5401 (Part III)

(Located [Home - Issaquah School District 411](#) District (at the top); Regulations Manual)

Have worked a minimum of 90 calendar days

Submit the “Paid Illness, Injury & Emergency Leave Request Form”

(Available from your Timekeeper/Scheduler)

If you are a Certificated Substitute (e.g. Teacher, Principal, etc.):

- 1.) Report your foreseeable absence to the Substitute Services Specialist at least 24 hours prior to your previously scheduled assignment at (425-837-7062); for both full day absences and partial day absences.
- 2.) Contact the building *and* the Substitute Services Specialist to report unforeseeable (i.e. emergency, midday illness) partial-day absences.
- 3.) Verify your available IIE leave balance through Skyward, Employee Access.
(Located: [Home - Issaquah School District 411](#) ; Staff, Employee Access; Skyward; Log-In; Time off; My Status; Illness/Injury/Emergency; Available; Click on the triangle on the far left for a drop-down showing details of leave used and allocated)
- 4.) Complete the “Paid Illness, Injury & Emergency Leave Request Form” and send the original to the Substitute Services Specialist within two (2) business days of your absence.

If you are a Classified Substitute (e.g. Para, Custodian, Office Personnel, etc.):

- 1.) Report your foreseeable absence to the Timekeeper/Scheduler at least 24 hours prior to your previously scheduled assignment.
- 2.) Contact the building *and* the Timekeeper/Scheduler to report unforeseeable (i.e. Emergency, midday illness) partial-day absences.
- 3.) Verify your available IIE leave balance through Skyward, Employee Access.
(Located: [Home - Issaquah School District 411](#) Staff, Employee Access; Skyward; Log-In; Time off; My Status; Illness/Injury/Emergency; Available; Click on the triangle on the far left for a drop-down showing details of leave used and allocated)
- 3.) Complete the “Paid Illness, Injury & Emergency Leave Request Form” and send the original to the Timekeeper/Scheduler within two business days of your absence.

For questions, contact your Timekeeper/Scheduler or Substitute Services Specialist as appropriate

APPENDIX 1: JOB DESCRIPTION

ISSAQUAH SCHOOL DISTRICT JOB DESCRIPTION

TITLE: Substitute Teacher **DEPARTMENT:** Elementary School Education
Middle School Education; and /or
High School Education

REPORTS TO: Building Principal or designee

POSITION SUMMARY: The substitute Teacher provides instruction in an assigned classroom in the absence of the teacher.

ESSENTIAL FUNCTIONS:

- Kindle excitement about learning, encouraging flexible and critical thinking and development of communication skills.
- Assess the needs of the students and provide a suitable learning environment to meet their needs.
- Maintain order in the classroom and ensure a caring, safe learning environment, with clear routines and procedures designed to minimize disruption and maximize student on task time.
- Maintain safe and healthful conditions in the classroom and report promptly to the principal any serious accident or illness affecting students in the classroom.
- Evaluate each pupil's educational growth and development and make periodic reports to parents or guardians as well as to the designated school administrator.
- Provide instruction in assigned classroom implementing lesson plans provided by the teacher.
- Continue to improve classroom methods and techniques by attending workshops, summer school, professional meetings or conferences, and keep abreast of current educational innovations through professional literature.
- Work cooperatively with a building team in planning, supporting and providing instruction, and share with other staff the responsibility for supervision of activities and student behavior outside the regular classroom.
- Demonstrate positive relationship skills with students, parents and district staff, maintaining ongoing and open communication.
- Encourage and provide the structure for ongoing, meaningful involvement of parents and community members in the classroom and school.
- Use technology to provide challenging instruction to students of all learning levels.
- Perform other instruction related activities as assigned by the building principal.
- Possess knowledge of and adhere to Governing Policies and District Regulations and Procedures.
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

QUALIFICATIONS:

EDUCATION: Minimum – Bachelor's Degree

EXPERIENCE: Appropriate academic background and coursework for the position. Successful teaching experience and effective work with school age students, preferred.

CERTIFICATES AND LICENSES: Valid Washington State Teaching Certificate with appropriate endorsements. Valid WA State driver's license and appropriate insurance required. Must maintain as current any certification or license listed herein and held at hire date.

CONTINUING EDUCATION/TRAINING: That which is required to be effective in the position and to maintain certification

CLEARANCES: Criminal Justice fingerprint/Background Clearance

FLSA STATUS: Exempt

APPENDIX 2: NOTICE OF DISCLAIMER

Substitute employment is an **at-will** relationship between the Issaquah School District and the substitute employee. Due to the at-will nature of this relationship, it may be terminated at any time by either party. Accepting substitute work is by no means an offer of permanent and/or on-going employment. Additionally, nothing in employee manuals, personnel policies, employment documentation, substitute handbooks, or oral communication shall be deemed to create an employment contract or to modify this at-will relationship.

APPENDIX 3: EMERGENCY SUBSTITUTES

Emergency certificated substitutes are a valuable part of our district. However, Washington Administrative Code (WAC) and the Office of the Superintendent of Public Instruction place certain limitations on the use of emergency substitutes in school districts. WAC 181-79-231 states:

As defined by the Superintendent of Public Instruction, WAC181-79A231 (4A), and outlined in the **Emergency Substitute Certificate**; ***“...persons with an emergency substitute certificate may be assigned once the list of otherwise qualified substitutes has been exhausted.”***

Therefore, emergency substitutes are not to be prearranged by contracted certificated staff members. Emergency substitutes will need to wait for the morning phone calls by the substitute office.

APPENDIX 4: UNEMPLOYMENT COMPENSATION

Certificated substitutes are **ineligible** for unemployment compensation provided they are given assurance on continuing employment in the same or similar position for the following school year. Issaquah School District gives such written assurance for the following year.

APPENDIX 5: SCHEDULE ERRORS AND PREP PERIODS

There will be times when subs are assigned to a job and it is in error. If you have arrived at a school to discover that there is no assignment for you, you will be given the following choices:

1. You can call the sub office they will try to find you another assignment.
2. You can go home for an unpaid day.
3. You can stay at the school and perform assigned duties. In this case you will be paid for a 1/2 day.

If you have a full day assignment where you have free periods, the Assistant to the Principal can ask you to cover classes or the library during this time since you are paid for a full day. If you choose or are asked to cover a class for another certificated staff member on your prep period, you will be paid extra for that time. The Assistant to the Principal will have you sign a compensation form for that extra period.

APPENDIX 6: CHANGE OF ASSIGNMENT

Administrators may change the assignment of substitutes to fit the educational needs within their building.

APPENDIX 7: EMERGENCY PROCEDURES

You have received training regarding all Safety and Emergency Preparedness procedures as part of your required SafeSchools trainings. Should you need to refer back to these procedures, they are available by logging into SafeSchools.

APPENDIX 8: SCHOOL PARKING DETAILS

General Parking Instructions: when you arrive at the school, please park in the staff parking lot unless it is full or the slips are numbered. In those cases, please park in the visitor parking lot.

School Name	Parking Instructions
Elementary Schools (Grades K-5)	
Apollo Elementary (AP)	<i>Follow general parking instructions above.</i>
Briarwood Elementary (BW)	<i>Follow general parking instructions above.</i>
Cascade Ridge Elementary School (CA)	When you arrive at the school, please park in the staff parking lot.
Cedar Trails Elementary (CT)	<i>Follow general parking instructions above.</i>
Challenger Elementary (CH)	<i>Follow general parking instructions above.</i>
Cougar Ridge Elementary (CR)	If all spots marked 'staff' are taken, please park on the street.
Creekside Elementary (CS)	<i>Follow general parking instructions above.</i>
Discovery Elementary (DI)	All staff should park in north lot - park in any empty spot.
Endeavour Elementary (EN)	There is no designated staff or visitor parking lot - park in any empty spot.
Grand Ridge Elementary (GR)	There is no designated staff or visitor parking lot - park in any empty spot.
Issaquah Valley Elementary (IVE)	<i>Follow general parking instructions above.</i>
Maple Hills Elementary (MH)	<i>Follow general parking instructions above.</i>
Newcastle Elementary (NC)	When you arrive at the school, please park in the staff parking lot.

