SUBSTITUTE HANDBOOK

Waterloo Community School District

www.waterlooschools.org

WATERLOO SCHOOLS

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Education Service Center
1516 Washington Street
Waterloo, Iowa 50702-1639
Phone: 319-433-1800
Fax: 319-433-1890

Welcome to Waterloo Schools!

On behalf of the administration and faculty of the Waterloo Community Schools, I would like to welcome you to the District. As a substitute you are a vital part of our professional team. In the absence of the regular staff, a substitute has the responsibility of continuing the prescribed programs of instruction.

This handbook is designed to help you in your efforts to learn as much as you can about our schools and our students. We hope that your experiences as a substitute in the Waterloo Schools will be meaningful and productive. We are willing and available to assist you in any way possible.

Dr. Jared Smith
Superintendent

Waterloo Community School District

Engaged in Learning, Prepared for Success

MISSION

The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.

STRATEGIC FOCUS AND AREAS OF OBJECTIVES

Student Achievement and Development

Delivering the comprehensive curriculum through engaging instruction with a focus on measured results for student achievement.

- Increase the percentage of students proficient in reading, math, writing, and science.
- Increase percentage of students who are prepared for college, career, and citizenship.
- Increase the graduation rate and decrease the dropout rate while maintaining rigorous standards for learning.
- Reduce the achievement gap between subgroups while accelerating learning for all students.
- Utilize technology as a tool to improve student achievement.

Human Assets

Staffing our organization with high-performing leaders, teams, and employees.

- Create standards and performance measures to rate factors of customer service.
- Maintain a workforce based on the identification of the number of employees required, best practices and the skills needed.
- Enhance and target employee recruitment to increase diversity and highly qualified personnel.
- Optimize a workforce based on competencies and attitudes needed to accomplish District vision.
- Promote the alignment of talent with workforce needs.

Community Engagement

Interacting effectively with our students, staff, parents, and business communities.

- Promote and strengthen partnerships within the community, the schools, and the homes of our students to increase student achievement, wellness, and development.
- Enhance District resources through partnerships.
- Communicate effectively with all stakeholders.

Financial Sustainability and Operational Excellence

Operating with fiscal integrity, efficiency, and effectiveness.

- Provide technology that meets District standards, is equitable, and current to ensure agility in information analysis and to achieve efficient and effective administrative systems.
- Use District priorities to establish the budget.
- Consistently implement proven security practices for students, staff, and community, both during the school day and at other times of facility usage.
- Deliver quality facilities and infrastructure.
- Implement global best practices in the management of technology outages, changes, and configuration.
- Secure additional funding sources to enhance District budget.
- Maximize equitable community access to and use of facilities.
- Control operating expenditures and capital costs.

Climate for Learning

Providing a safe, caring, engaging, and inviting environment for our students, staff, parents, and community.

- Utilize research-based strategies that support integrity and respect toward others.
- Optimize crisis prevention, mitigation, preparedness, response, and recovery to assure maximum safety and security of students, staff, and community.

I. GENERAL INFORMATION

A. Qualifications and Requirements

To work as a substitute in the Waterloo Community School District, the following items and training documentation must be current and on file in the Human Resources Office:

1. Application
2. Copy of valid, current Iowa Teaching Certificate (if applicable)
3. Employment Eligibility Verification Form (I-9)
4. Cleared Background and Abuse Registry Check
5. Physical Form (Routine Physical, TB test, Drug Screen Test)
6. W-4s, Direct Deposit, Centralized Employee Reporting Form

Licensure

Persons wanting to substitute teach in the Waterloo Community Schools must hold one of the following licenses:

1. Current Iowa Teaching License
2. Current Iowa Substitute License
3. Current Iowa Substitute Authorization

Information on licenses can be found at the Iowa Board of Educational Examiners. You may call for information at 515-281-3245 or go online to www.iowa.gov/boee.

B. Payment and Benefits

Substitute Teacher Pay Rates

Daily Rate:	$ 152.00
Minimum*:	$ 76.00
Long-term Rate**:	$ 177.00

*(Substitutes will receive one-half day's pay if called to a building and not needed)
**(On the 11th day of the same assignment, pay is retroactive to the first day of assignment.)

Substitute Para Pay Rate

Hourly Rate:	$ 14.43

Payroll Dates

Substitute teachers are paid on the last day of the month. Payroll checks will be sent to the substitute's home address, unless direct deposit has been arranged. Substitutes are not required to submit time sheets detailing assignments unless they are working extra hours, attending professional development or working on a day without students as requested by the building administrator. The District's Substitute System will automatically forward assignment information to the Payroll Office for processing. This makes it imperative for assignments to be properly scheduled in the Frontline system in order to be paid correctly. Assignments not correctly scheduled may result in delayed payment.

Payroll Deductions
The District is required to withhold Federal and State taxes along with Social Security payments from each paycheck. In addition, once qualified substitutes must contribute 5.95% of their wages to the Iowa Public Employees Retirement System (IPERS). Substitutes must make $1000 in two consecutive quarters in order to qualify for IPERS. The District contributes 8.93% of the substitute's wages to their individual retirement account.

Benefits
Substitute are covered by the District's liability insurance and by Worker's Compensation.

Substitutes may be eligible to participate in all District staff development opportunities and the Wellness program.

Substitutes who are required to travel to more than one assignment per day will be reimbursed for mileage at the District approved rate (the current IRS rate).

C. Reporting To Work

Substitutes should report to the Main Office and sign in with the building secretary or other designated employee. The building secretary or other person as designated will provide the substitute with a brief orientation of the building, directions to the appropriate classroom. The Main Office can supply you with substitute credentials to gain access to the network if needed. Please note it is possible for the building to reassign substitutes as deemed necessary to fit the needs of students.

D. Substitute Folder (for Teachers ONLY)

The classroom teacher will provide the following items for the substitute:

1. Arrival procedures
2. Attendance procedures
3. Classroom rules, consequences, and motivation techniques
4. Current seating charts
5. An up-to-date schedule
6. Weekly lesson plans
7. Assignments
8. Teacher associate procedures
9. Lunch procedures
10. Dismissal procedures
11. Map of school
12. Crisis procedures
13. Building-wide student conduct rules/procedures

E. Long-term Substitutes

Email
Persons serving in long-term substitute positions may apply for a substitute email account. Long-term substitutes must complete the Infinite Campus, Network & Email Account Application at least 2 days prior to assignment. This is located on our website Under Employees - Technology Services (https://www2.waterloo.k12.ia.us/usageAgreement/)

F. Removal From Substitute Program

A substitute may be removed from the substitute program by:

1. Submitting a written notice to the Human Resources Office requesting removal of their name from the automated system.
2. Receiving three (3) or more unsatisfactory performance reports from different principals that result in a building block. Notification will be sent via email regarding any block. A conference may be held with the substitute teacher prior to formal removal from the substitute system.
3. Being involved in a major incident in which inappropriate performance or behavior is proven. (This will result in immediate removal.)

II. SUBSTITUTE ASSIGNMENT PROCEDURES

The Waterloo Community School District is using an automated service that greatly simplifies and streamlines the process of finding and managing substitute jobs in this district. This service, called Frontline, utilizes both the telephone and the Internet to assist you in locating jobs in this school district. There is also a mobile app to use on your phone (app.frontlineeducation.com).The Frontline system is available 24 hours a day, 7 days a week. Frontline uses three methods to make jobs available to substitutes:

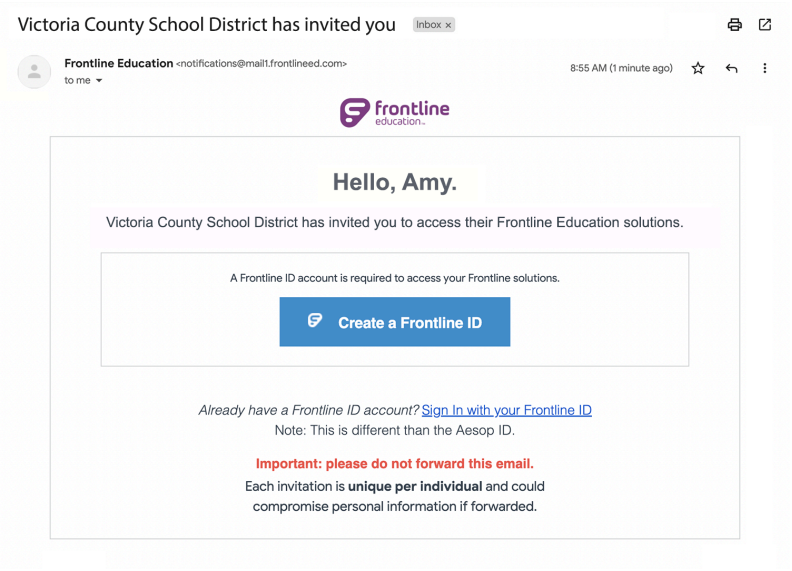
1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Frontline on the internet at **https://app.frontlineeducation.com/**.

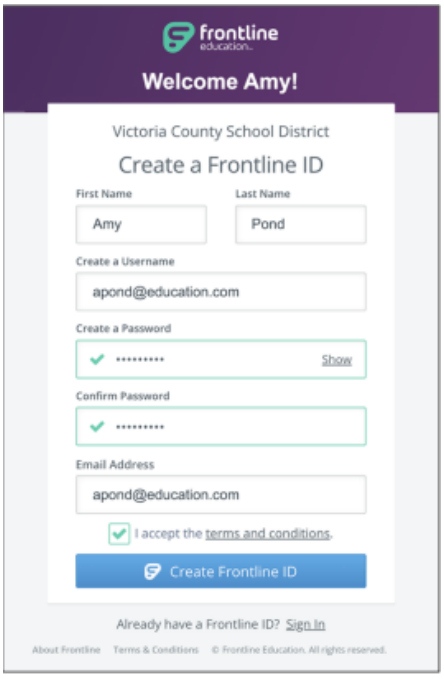
2. You may interact with the Frontline system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, you can proactively search for jobs and manage existing jobs. We recommend calling in to check the computer recording of your name by pressing Option 5.

3. Frontline will also make phone calls to substitutes to offer jobs. The administrative office has selected the following hours as standard call times when the Frontline service may call for substitutes: 5:30 a.m. - 11:59 a.m. in the morning and 5:00 p.m. - 10:00 p.m. in the evening.

SIGNING IN

You will receive an email invitation from Frontline Education with options to create a new Frontline ID or to sign in with an existing account. As a general rule, you will select **Create a Frontline ID** to proceed with the account creation process. Your new username must contain 1 alphabet character and at least 4 total characters. (An email address is recommended.). The password must have 1 alphabet character, 1 number or special character, and 8 total characters. Enter an email address, accept terms & conditions, and click Create Frontline ID.

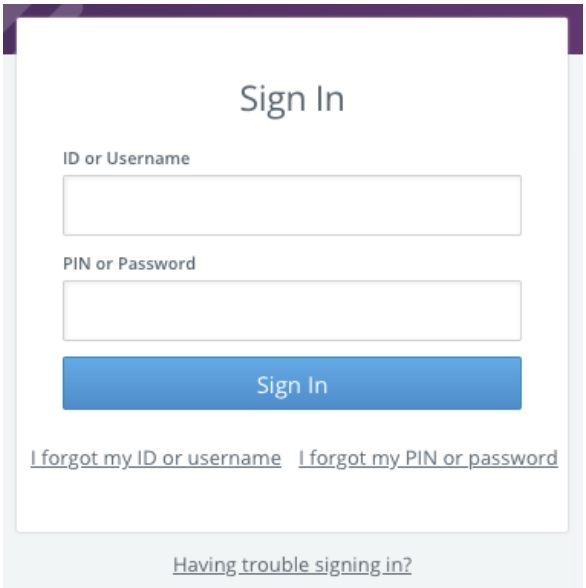




Type https://app.frontlineeducation.com/ in your browser's address bar or search FRONTLINE EDUCATION in your Google Play Store or Apple App Store to download the mobile version.

The FRONTLINE EDUCATION Mobile App allows you to:

- Get notifications of available jobs
- Accept available jobs and View job details
- Search and view all available jobs



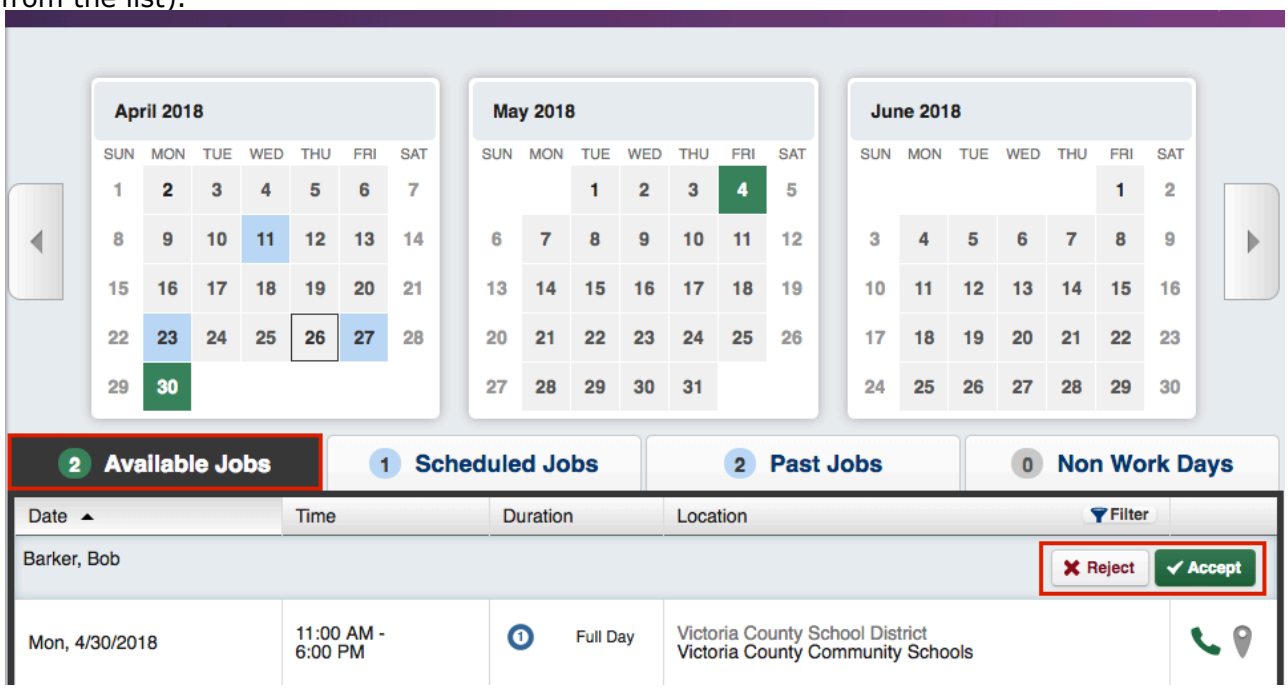
SIGN IN PAGE & LAYOUT

With the creation of your new Frontline ID account, you can access all your Frontline applications through a single sign-in page. Go to app.frontlineeducation.com, enter your new username and password, and click Sign In. The system recognizes your account configurations and presents options based on your organizational setup. If you belong to multiple organizations, the system will prompt you to choose which organization you want to access, and once selected, you will then choose from a list of your accessible Frontline applications. When you sign in, the system will display a side navigation bar that hosts application-specific options, and from the top purple bar, you can alternate between applications/districts (if applicable), access help resources, and manage your account.

SEARCHING FOR AVAILABLE JOBS

You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the "Available Jobs" tab.

To accept a job, click the Accept button beside the absence (or click Reject to remove a job from the list).



ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

When You Call into Absence Management

To call, dial 1-800-942-3767. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the Absence Management system, you can:

- Find available jobs – Press 1
- Review or cancel upcoming jobs – Press 2
- Review or cancel a specific job – Press 3
- Review or change your personal information – Press 4

When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you're eligible for other jobs. You can always call in (see "When You Call into Absence Management" section above) to hear a list of all available jobs.

When you receive a call, you can:

- Listen to available jobs – Press 1
- Prevent Absence Management from calling again today – Press 2
- Prevent Absence Management from ever calling again – Press 9

If you are interested in the available job, Press 1. You will be asked to enter your PIN number (followed by the # sign). The Absence Management system will list the job details, and you will have the opportunity to accept or reject the job.

Helpful Hints

1. The work day is from 8:15 a.m. to 3:50 p.m. for all elementary schools and 7:30 a.m. to 2:45 p.m. middle schools and high schools, unless the building principal directs otherwise.
2. The building principal of the school in which you are substituting is your immediate supervisor. While in the building, you are a member of the staff and responsible for adhering to the policies set forth by the Board of Education.
3. As a substitute for the district, it is possible that the building will adjust your placement based on student needs.
4. Report to the office of each school when you arrive. When you are through with your assignment go to the office to check out and inquire if you will be needed for the next day.
5. Be a good supervisor by assisting in the hall, lunch, and other supervisory duties. Following the expectations of regular staff will be much appreciated by your co- workers and administrators.
6. Make it a day of worthwhile experiences for all students.
7. Introduce yourself to students in a friendly manner.
8. Observe all time schedules.
9. Make sure **ALL students are accounted for at ALL times.** Notify the building office immediately if a student is unaccounted for.
10. Familiarize yourself with safety procedures and locate the safety procedures folder in your room.
11. If possible, send the students home in a happy frame of mind, but not at the expense of a good learning situation.
12. If you have any questions/concerns in regards to the classroom you are substituting in please address those with the building administrator before leaving that day.
13. When **school closes** due to inclement weather or for any other reason, it is **your** responsibility to listen to the radio/TV for school closing information.

Job Description for Substitute Teacher

Purpose
The substitute teacher is responsible for creating an environment which enables each student to pursue their education as smoothly and completely as possible in the absence of his/her regular teacher.

Supervised by and Reports to
Building Administrator

Pay Rate
As established by the Board of Education

Certification (One of the following):

- Current Iowa Teaching License
- Current Iowa Substitute License
- Current Iowa Substitute Authorization License

Employment Requirements:

- Successful background check
- Completed physical, TB, and drug screen
- Desire to continue career improvement and support student achievement
- Ability to work effectively, cooperatively, and respectfully with staff, students, parents, community members regardless of race, creed, color, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socio-economic status or disability

Essential Job Functions:

- A substitute teacher is responsible for creating an environment which enables each student to pursue their education as smoothly and completely as possible in the absence of their regular teacher
- A substitute teacher provides instruction, encourages student's progress, and manages the learning environment
- Implement existing lesson plans in a manner that ensures the integrity of academic time and motivates students to learn and participate
- Instruct students regarding a variety of classroom topics and courses of instruction
- Follow lesson plans as required by school
- Assign reasonable tasks and homework to students in accordance with the lesson plans
- Address the various learning styles of students accordingly
- Facilitate the personal, social, and intellectual development of students
- Establish a positive learning environment and respond to the individual needs of students
- Ensure that all activities conform to district and building rules and regulations
- Demonstrate professional practices in teaching
- Effectively assess student performance and provide students with effective feedback
- Be present in the classroom and available to students when class is in session
- Assist with supervision of hallways, playgrounds, and parking lots, as requested between classes and before and after school
- Discuss any serious problems that may occur while on duty with the building administrator
- Other duties, as assigned, which are consistent with the general requirements and qualifications of position
- For long-term assignments, you may be required to develop lesson plans; create, administer, and grade tests/assignments; participate in parent-teacher conferences; and attend school related functions.

Job Description for Substitute Paraeducator

Purpose
The substitute paraeducator is responsible for providing instructional support and assistance to teachers to ensure students are supported as completely as possible in the absence of the regular para.

Supervised by and Reports to
Building Administrator

Pay Rate
As established by the Board of Education

Essential Job Functions:

- A substitute paraeducator assists students in general and special education classes as well as assists teachers and staff as needed.
- A substitute paraeducator is responsible for assisting a teacher to provide an efficient and effective classroom and school environment for students by providing assistance with educational programming, either individually or small groups of students.
- This position is also responsible for monitoring, redirecting students to support academic progress, providing supervision of students, and performing a variety of clerical duties as assigned.
- Assists in providing instruction to individuals or small groups of students, reinforcing instruction as directed by teacher
- Monitors and assists students in prescribed learning activities
- Communicates, models, and maintains standards of responsible student behavior aligned with classroom and building goals and rules
- Provides appropriate supervision of students in classrooms, halls, lunchroom, playground and all other areas as directed
- Directs student group activities as assigned
- Completes other duties as assigned

EMPLOYEE DRESS CODE

DRESS AND PERSONAL GROOMING

Attire should be neat, clean, in good taste, and present a well-groomed, professional appearance. Clothing that is unclean, torn, excessively worn, patched, or exposes the midriff is not considered professional work attire. Shirts with novelty logos, sayings inappropriate for school, political stances, demeaning language, or personal beliefs prohibited in a public setting are not permitted (see Policy 401.14). Discretion and common sense should guide clothing choices, avoiding extremes that may interfere with or detract from the educational process. When in doubt, it is best not to wear the item.

DRESS CODE REGULATION

District ID badges are required to be worn above the waist at all times.

Acceptable Attire

The standard guidelines for a typical workday include (regardless of fabric type):

- Pants, including jeans, slacks, and capris that are neat, clean, and free of rips and holes
- Dresses and skirts of a professional length and that cover the entire back
- Shirts, blouses, collared shirts, sweaters, jackets, quarter-zip tops, and school/district spirit wear (Waterloo-themed shirts may be worn at any time)
- Education-related T-shirts that are professional in nature; apparel from non-Waterloo K-12 schools are not acceptable
- Professional-looking shorts that are mid-thigh or longer in length
- Form-fitting pants (leggings, jeggings, etc.) only when paired with a longer top, dress, or jacket that provides adequate coverage
- Tops and dresses that are professional; spaghetti straps must be covered by a top or jacket

Footwear

A variety of shoes can be worn, including dress sandals, casual dress shoes, and tennis shoes. Flip-flops and slides (defined as flat rubber or plastic footwear with a Y-shaped toe strap or single strap) are not allowed. Employees are encouraged to consider safety and comfort based on the day's activities when choosing footwear.

Special Situations

- Staff whose roles require athletic or specialized attire (e.g., physical education, custodians, campus safety) may wear clothing appropriate for their duties, such as athletic wear or protective gear. When transitioning to settings outside of those specific work areas, staff should ensure their attire remains neat and professional.
- Employees performing lab or extracurricular duties must dress appropriately for their work environment and may wear protective clothing when needed.
- During special activities such as field trips or building-specific events, staff may be exempt from parts of this policy but are expected to maintain professional appropriateness.

Building Information

BUILDING	PHONE	ADDRESS	PRINCIPAL	SECRETARY
Becker	319-433-2180	1239 Sheldon St.	Brandy Welch	Barb Patchin
Cunningham	319-433-2600	1224 Mobile St.	Mikayla Montgomery	Lissa Meeks
Highland	319-433-2630	812 Idaho St.	Matt Willand	Rene Conkling
Irving	319-433-2800	1115 W. 5th St.	Jana Elliot	Whitney Griffith
Kingsley	319-433-2210	201 Sunset Rd.	Abigail Norgren	Sommer Budke
Kittrell	319-433-2910	1304 Oregon St.	Cassandra Hart	Julie Gesie
Kittrell Preschool	319-433-2920	1304 Oregon St.	Kaitlin King (Lead Teacher)	Laneiya Galloway
Lincoln	319-433-1990	302 Cedar Bend St.	David Nielsen	Trinette Weidman
Lou Henry	319-433-2860	312 Rachael St.	Jake Youngkent	Shasta Locke
Lowell	319-433-1900	1628 Washington St.	Carrie Heinzerling	Nina Nibbelink
Lowell Preschool	319-433-2660	1628 Washington St.	Kaitlin King (Lead Teacher)	Lazell Render
Orange	319-433-2880	5805 Kimball Ave.	Ross Bauer	Hanah Novotny
Poyner	319-433-1534	1138 Central Ave.	Jen Willand	Catherine Snook
Bunger	319-433-2550	157 S. Roosevelt Rd.	Ashley Reimer	Sarah Schumacher
Carver	319-433-2500	1505 Logan Ave.	Ben Barnett	Alyssa Van Dyke
Central	319-433-2100	1350 Katoski Dr.	Neldrekka Whitaker	Candace Ricketts
Hoover	319-433-2830	630 Hillcrest Rd.	Danielle Hakeman	Linda Summerhays
East	319-433-2400	214 High St.	Byron Phillips	Shannon Jensen
Expo (WCCx) **Expo @ Greenbrier**	319-433-1930	1350 Katoski Dr. 1554 Oakwood Dr.	Cary Wieland	Pam Lindsey
West	319-433-2700	425 E. Ridgeway Ave.	Brian Ortman	Sara Alberts
WCC	319-433-2240	1348 Katoski Dr.	Josh Barta	Nicklaus Shubert
Administration	319-433-1800	1516 Washington St.		

School Day

Substitute should follow the daily schedule as outlined for their substitute assignment

All schools should have a staff lounge with a microwave and refrigerator. Substitutes may take their own lunch or purchase school lunches. Check with the building secretary regarding procedures to order lunch.

School Times

Elementary and All Day Kindergarten

8:45 a.m. – 3:50 p.m. daily

Middle and High School

7:40 a.m. – 2:45 p.m.

Please talk to the building principal regarding dismissal times during student conferences.

Inclement Weather Procedures

When the announcement is made that student attendance is not required, substitutes do not report for work.

On those occasions when, due to weather conditions, the Superintendent announces an early school closing, attendance for substitutes shall not be required beyond student dismissal time. For a delayed start, substitutes shall arrive 30 minutes prior to students.

SCHOOL CLOSING

WHEN SCHOOL CLOSES DUE TO INCLEMENT WEATHER OR FOR ANY OTHER REASON, AND YOU HAVE BEEN SCHEDULED TO SUBSTITUTE, IT IS YOUR RESPONSIBILITY TO LISTEN TO THE RADIO FOR INFORMATION REGARDING THE CLOSING.

DISTRICT POLICIES

Waterloo Community School District has multiple policies which were created to ensure our rules, standards, values, culture and benefits are clearly outlined. These policies provide guidance on specific topics to establish procedures to ensure compliance.

Below is a list of the different policy categories which are located on the WCSD website - Waterloo Schools Board Policy Manual

- **100 SCHOOL DISTRICT**
- **200 BOARD OF EDUCATION**
- **300 ADMINISTRATION**
- **400 EMPLOYEES**
- **500 STUDENTS**
- **600 EDUCATION PROGRAM**
- **700 NON-INSTRUCTIONAL AND BUSINESS SERVICES**
- **800 BUILDINGS AND SITES**
- **900 COMMUNITY RELATIONS**

NONDISCRIMINATION

It is the policy of the Waterloo Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the Chief Officer of Human Resources/Equity, Sam Kreassig, 1516 Washington Street, 319-433-1800, kreassigs@waterlooschools.org.

CRISIS PROCEDURES

If you are the first to know of a dangerous situation, NOTIFY THE ADMINISTRATOR IMMEDIATELY. If you are unable to, call (9)911.

LOCKDOWN

- If inside, remain in rooms
  - o Turn off lights
  - o Stay out of hallways
  - o Lock interior doors if possible
  - o Stay away from windows and doors
  - o Stay out of line of sight
- If outside, move (crawl) to cover. If available, behind a car, building, etc.
- Keep phone lines open at all times unless relaying pertinent information.
- Maintain until notified that Lockdown has ended.
- **Exterior Lockdown Only** may be ordered – lock only exterior doors and stay away from windows and exterior doors.

EVACUATION

- **If a fire, activate fire alarm**
  - o Do not attempt to fight the fire. Your first responsibility is to **evacuate students.**
- Immediately direct students to proper exit. **DO NOT** stop for personal items.
- Be prepared for an alternate exit route due to an area of the building being impassable.
- Specific staff should be assigned in advance to assist **students with disabilities.**
- **Take a class list or attendance book** so all students can be accounted for when class is assembled outside of the building.
- Teachers need to follow student lines to be sure everyone is out. Turn out the lights. Close classroom doors.
- Move students to designated staging area.
- **Leave sidewalks clear** for emergency personnel and equipment.
- **Take attendance.** Immediately notify administrator or fire fighter if any student(s) cannot be accounted for. Stay with your class. Use a messenger to communicate with administrators.
- Be prepared to walk your class to the building's *alternate site* as instructed by the administrator. Take attendance at the alternate site.
- **DO NOT** give statements to the media or permit reporters to talk to students. Refer them to the Director of School and Community Relations.
- **DO NOT** re-enter until "all clear" has been sounded.

SHELTER IN PLACE

- The safest location depends on the situation:
  - **Severe Weather: Move to tornado shelter**
  - **Hazardous substance in the air:**
    - Immediately turn off air handlers.
    - Close and lock doors and windows.
    - Opening the door for anyone would let outside air in and pose a greater threat to those inside.
    - Listen to Emergency Radio for instructions. Dismiss only when authorized by emergency management, law enforcement, or school administration.
    - **Children will be released only to a parent/guardian or other person designated in advance as the emergency pick up person.** Do not encourage parents or anyone else to come pick up children until it is safe to be outside.
    - As phone lines could become jammed, tuning to local media would provide the best source of information.

SERIOUS INJURY/MEDICAL EMERGENCY

- **Call (9)911 – Specify location and injury in the event of:**
  - Non-responsiveness of subject
  - Apparent heart attack
  - Severe respiratory distress
  - Serious injury
- Contact the nurse's office
- **Administer basic life support.**
- Survey the scene to make sure it's safe. You cannot help by becoming a victim yourself.
- Stay with the victim; initiate first aid within scope of your abilities.
- Assess the situation carefully. Do not move the victim if you suspect a neck or back injury.
- Check for breathing.
- Check for pulse.
- If needed and if qualified, begin CPR.
- If needed, use Automated External Defibrillator if available.
- Control bleeding.
- **Treat all bodily fluids as potentially infectious.** Follow safety procedures during contact and cleanup.
- Always have the first responder and witness(es) fill out the Accident Report Form regarding any incident involving an injury and send the report to the school nurse.

MASS INJURIES/DESTRUCTION

- **Call (9)911.**
- Account for students, staff, volunteers, and visitors (keep centralized master list at command center). *Report any unaccounted for students to building Incident Command.*

BOMB THREAT

- **If you receive a threat, NOTIFY ADMINISTRATOR/INCIDENT COMMANDER.**
- **If called in, complete Bomb Threat Information** (kept by the phone).
- **Discovery of suspicious object:**
  - o **DO NOT** touch or move the object.
  - o Leave the immediate area.
  - o **NOTIFY ADMINISTRATOR/INCIDENT COMMANDER.**
  - o Secure area to prevent re-entry.
- Follow sweep of your area and/or evacuation protocol if ordered by Incident Commander.

HAZARDOUS MATERIALS: CONTACT, INGESTION OR OVERDOSE OR CHEMICAL, BIOLOGICAL, RADIOLOGICAL INCIDENT

- **CALL (9)911.**
  - o **Isolate** the suspected agent and/or person if possible.
  - o **Contain** the suspected agent if possible.
  - o **Evacuate** the contaminated area; keep contaminated evacuees separate from others.
- **Poison Information (Voice/TDD/TTY): (9)1-800-222-1222**

ABDUCTION/KIDNAPPING

- All persons checking out a student should sign in at the principal's office. Students will be released to go to office ONLY, not to the requesting person.
- Report any suspicious activity to an administrator immediately.

SUCIDE/DEATH/LOSS OR THREAT IN OR OUTSIDE OF SCHOOL

- **Any threat should be taken seriously!**
- Notify administrator immediately.
- Call (9)911 if immediate help is needed; i.e. medical emergency.
- Contact the school nurse.
- Notify parent/guardian immediately. Determine past therapy; i.e. counselor, psychiatrist, and medical intervention needed; e.g. physiatrist, physician, home with parent.
- **DO NOT** send the student home without a responsible adult. **DO NOT** leave student alone.

RED AND GREEN CARDS

In the Crisis Procedures Kit (the plastic kit that should be posted on the wall or cabinet in every classroom) are 8 1/2" X 11" **RED** and **GREEN** cards - two of each. Local emergency responders know what these cards mean.

The RED card is to be used in the classroom in case of an emergency.

Place the RED card in the window of your classroom door or slide it under the door.
It can be found in the safety folder in your classroom.

On your first day, be sure to locate where the safety folder is located in the classroom.

The RED card means STOP;
We Need Assistance (medical, missing student, etc.)

GREEN CARD

The GREEN card is to be used in the classroom in case of an emergency.
Place the GREEN card in the window of your classroom door or slide it under the door.
It can be found in the safety folder in your classroom.

On your first day, be sure to locate where the safety folder is located in the classroom.

The GREEN card means Go On Past Us, everything is fine.

QUICK REFERENCE CARD
BOMB THREAT RESPONSE
ACTIONS

=> Record, document, and preserve threat.
=> Report threat to school principal, Police, and Central Administration. Notify staff as appropriate.
=> Assemble Incident Command Team at interior Command Center.
=> Assess the threat and determine response (Search and/or Evacuate).

SEARCH

=> Assemble and deploy Sweep Teams as per plan.
=> Teams sweep assigned areas; teachers and staff may search own areas.
=> Hang red or green cards with tape and record search results. If suspicious item found, initiate suspicious item protocol.

EVACUATE (IF NECESSARY)

=> Select evacuation routes and assembly areas.
=> Notify Police and Fire Rescue and request assistance.
=> Search Teams clear routes and assembly areas.
=> Notify staff to prepare for evacuation. Teachers, staff, and students gather belongings.
=> Give evacuation order. Teachers and staff check own areas, hang red or green cards with tape and evacuate.
=> Operations-Student Leader confirms that building is empty.
=> Evacuate Incident Command Team to exterior Command Center.
=> Bring Go Kit and Health Go Kit.

CONTINUING ACTIONS AFTER EVACUATION

=> Debrief emergency services and coordinate further actions.
=> Take attendance and report to Incident Command areas. Brief regularly.
=> As appropriate, determine Reoccupy or Dismiss action. Reoccupy when suspicious item not found or when it has been cleared by law enforcement. Dismiss in consultation with Central Administration. Notify parents, staff, and students. Implement dismissal plan by bus and documented parent sign-out. Ensure all students are dismissed.
=> Incident Commander remains on-scene until situation resolved or until relieved by another administrator.

CONTINUING ACTIONS AFTER EVACUATION

=> **DO NOT TOUCH THE ITEM.**
=> Person or Search Team who found item reports it to the Incident Command Team.
=> Notify Police and Fire Rescue.
=> Secure area where item is located, but do not guard it (stay away from the item). If possible and can be done on the way out of the area, open doors and windows near item.
=> Hand red card with tape on door/entry.
=> Notify staff of the situation and direct them to prepare for evacuation.
=> Select evacuation routes and assembly areas that are away from the suspicious item.
=> Redeploy Sweep Teams to clear evacuation routes and assembly areas.
=> Meet arriving emergency responders and brief them, letting them speak with person who found item and informing them where the item is located.
=> When evacuation routes and assembly areas are cleared, conduct evacuation as per evacuation protocol.
=> Law enforcement will assume command of the scene. The Incident Command Team should remain at the scene to inform and manage evacuees, media, parents, and other as appropriate.
=> Continue with Reoccupy or Dismiss action, as appropriate.

A Final Thank You

Thank you for choosing to support our students.

When you step into our classrooms, you do more than cover a lesson plan — you provide stability, encouragement, and care during a time of transition. Your presence helps ensure that learning continues, routines are maintained, and students feel safe and supported.

Substitutes play an essential role in the success of our school community. Your flexibility, patience, and willingness to adapt to new environments do not go unnoticed. Whether you are here for a single day or an extended assignment, the impact you make matters.

We are grateful for your commitment to our students and for the professionalism and positivity you bring to each classroom. Thank you for being a partner in their growth, learning, and well-being.

We truly appreciate you.