2026-2027
Substitute Employee
Handbook



Wrangell Public Schools
P.O. Box 2319
Wrangell, AK 99929
Phone: (907) 874-2347
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E-mail: kpowell@wpsd.us
Website: http://www.wpsd.us

*This handbook does not address every situation that could arise in the workplace.

**Nothing in this handbook creates an implied contract.



Dear Substitute Employees,

Welcome to Wrangell Public Schools! Thank you for choosing to serve the students and families of our district. Whether you're new to Wrangell or have been here for years, your presence and commitment make a difference. Every role in our schools matters. The work you do—often behind the scenes—helps create an environment where students can thrive and where learning, safety, and care are woven into each day.

This Substitute Employee Handbook outlines the policies, procedures, benefits, and expectations that shape our shared work. It's a practical resource, but more than that, it reflects our belief in creating a positive, respectful, and supportive workplace. Our goal is to ensure clarity and consistency, so everyone—students and staff—can do their best work.

We're a small district, and that's one of our strengths. It means we know each other by name. It means we show up for each other. It means we can move forward together with purpose. I believe in listening first, learning from one another, and building trust through action. This handbook is a tool to help us do just that—support one another, stay aligned, and focus on what matters most: serving students.

Wrangell Public Schools is an equal opportunity employer. We are committed to fair and inclusive practices in all employment decisions and to complying fully with applicable laws. While this handbook is not a contract, and some policies may evolve over time, it represents our effort to be transparent, consistent, and clear.

Please take the time to review the contents of this handbook. You'll be asked to acknowledge that you've read and understood it, and we're here to answer any questions that come up.

Thank you again for all that you do. I am honored to be part of this team, and I look forward to the year ahead as we work together to make Wrangell Public Schools a place where every student—and every staff member—feels seen, supported, and valued.

Sincerely,

Joshua A. Garrett, Ed.D.
Superintendent
Wrangell Public Schools



All classes and programs at Wrangell Public Schools are offered to students regardless of race, color, national origin, sex or disability.

WPS is an Equal Opportunity Employer. No person will be denied consideration for hire or advancement based on age, race, sex and/or handicapping condition. No employee of WPS shall be denied benefits based on age, race or sex. An employee who feels there are grounds for complaint based on discrimination should contact:

Joshua Garrett, Ed.D., Title IX and Section 504 Coordinator
P.O. Box 2319
Wrangell, AK 99929-2319
Phone: 907-874-2347
jgarrett@wpsd.us

Welcome to Wrangell Public Schools!

Thank you for playing an important role in the life of the students of our school district. Substitute employees are an integral part of the operation of Wrangell Public Schools. Students' lives are impacted daily by the direct service provided by the substitute staff. Through the teamwork of the entire staff our students are enabled and equipped for lifelong learning and achievement.

General Information

Management Rights

The District reserves exclusive rights to operate and control its schools and maintains authority to establish policies and regulations. The District, through the Superintendent or designee, may prescribe working rules pertaining to conduct, discipline, and safety of substitute employees.

Employer Expectations

Once hired, Wrangell Public Schools employees are expected to work in a professional manner and to represent the District well at all times and in all atmospheres, both in person and online. All Wrangell Public Schools' employees must demonstrate a strong work ethic, personal integrity, and loyalty to the District and to the students we serve.

Some important traits and abilities for success at Wrangell Public Schools are:

- Passion for doing your job to the best of your ability.
- A helpful attitude (ability to work well with others)
- Flexibility (ability to adapt to changing situations)
- Organizational skills (ability to work well under time constraints)
- Confidentiality

FOUNDATION STATEMENTS

MISSION STATEMENT
TO EDUCATE AND INSPIRE EVERY STUDENT.

VISION
GRADUATE STUDENTS WHO ARE RESILIENT, INNOVATIVE, AND PREPARED FOR THEIR FUTURE.

VALUES
•BE RESPECTFUL
•BE HONEST
•ACT WITH INTEGRITY
•BE COURAGEOUS
•DEVELOP CONFIDENCE
•BE KIND

Nondiscrimination in Employment

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants based on sex, gender, race, color, religion, national origin, gender identity, disability, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, veteran status, sexual orientation, or good faith reporting to the board on a matter of public concern.

Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question.
Refer to Board Policy #4030.

Accommodation

Wrangell Public Schools recognizes its responsibility to accommodate the physical or cognitive limitations of a qualified applicant or employee who has a permanent or temporary disability, unless doing so would place an undue hardship on the district. It is the responsibility of the employee to request reasonable accommodation and provide documentation about the disability and functional limitations.

Compensation

SALARY: Substitute employees will be paid according to the appropriate range on the adopted salary schedule:

Substitute Paraprofessionals, Secretaries or Custodians	$17.00/hour
Alaska Non-certified Substitute Teacher	$18.00/hour
Alaska Certified Substitute Teacher	$19.00/hour
Alaska Certified Substitute Teacher w/5-years teaching experience	$20.00/hour

*Substitute employees work on call; they are paid hourly with no guaranteed minimum number of hours worked.

Long-term, certified substitutes will be given credit for their education and placed in the appropriate column at Step 0 of the certified salary schedule in the Negotiated Agreement with Wrangell Teachers Association.

*Substitute employees work on call; they are paid hourly with no guaranteed minimum number of hours worked.

OVERTIME: Overtime is defined as all hours worked over forty (40) hours in one (1) week. The workweek begins on Sunday and ends on Saturday. **Overtime work shall not be permitted, unless approved in advance by the Superintendent/designee.**

Overtime pay shall be calculated at the rate of time and one-half for all hours worked overtime.

PAYDAY: The monthly pay period is between the first and last day of each month. Substitute employees shall be paid on the fifteenth (15th) day of each month. In the case of a weekend or holiday falling on the fifteenth (15^{th}) day of the month, payment will be made on the day prior to the weekend or holiday.

Your pay stub is attached to your paper paycheck or is available via email for direct deposit payments so that you have record for your files. It is extremely time consuming for the district office to pull employees' back pay stubs. While we are happy to verify wages for consumer loans, etc., it is your responsibility to keep track of your individual pay stubs.

WORKMEN'S COMPENSATION: All employees shall be covered by Workmen's Compensation as required by the Workmen's Compensation Act.

All employee injuries occurring while on duty shall be reported immediately. Employees shall complete the section of the Workers' Compensation "Report of Occupational Injury or Illness" form. This form should be submitted to the School Administrator who shall forward it to the District Office.

UNEMPLOYMENT INSURANCE: All employees shall be covered by unemployment insurance as provided by State law.

403(b) PLANS

This notice provides important information regarding the 403(b) plan in which you are eligible to participate (the "plan"). You may want to take this opportunity to either (1) begin making pre-tax 403(b) elective deferral contributions or (2) review your current elections and decide if you want to make changes. Before making any initial elections or changes, you should be sure to consult the written plan and any other materials provided to you that explain the terms of the plan.

When can I enroll?

You are eligible to enroll immediately upon your date of hire.

You may choose your initial elective deferral rate by completing the appropriate application and any other necessary forms including Salary Reduction Agreement at initial enrollment.

This contribution will continue unless it is modified or revoked in the future. Return all completed forms to the District Office.

Can I change or stop my elective deferral contributions?

You may change your elective deferral contributions during the plan year. You are permitted to revoke your election at any time during the plan year. Please contact your plan administrator for further instructions.

When are my elective deferral contributions effective?

After completing the enrollment requirements, your elective deferral contributions will begin on the next pay period as soon as administratively possible.

What is the maximum amount that I can contribute?

The Internal Revenue Code limits the annual contributions you can make to a 403(b) plan, and the limits are adjusted each year. The 2022 limits are as follows:

- Elective deferral limit $20,500.00
- Age 50 catch-up $6,500.00
- 15 years of service catch-up $3,000.00 minimum

*The 15 years of service catch-up contribution applies before the age of 50 catch-up contribution and is based on a formula that considers all past contributions to the plan and the employee's total years of service to the employer. The maximum allowable for the 15 years of service catch-up is $3,000 per year up to a $15,000 lifetime benefit, but an employee's actual catch-up may be lower than this maximum.

Whom do I contact for additional information?

To learn more about 403(b) plans, please visit htttp://www.irs.gov and search for Publication 571. If you have more questions about how the plan works or your rights and obligations under the plan, please contact your plan administrator at (907) 874-2347.

Red Rover

Red Rover is a tool used by the District to allow substitutes to select positions for which they are available. The District reserves the right to make changes to substitute schedules at any time. Please reach out to the Substitute Coordinator at 907-874-2347 if you have any questions.

Arrival Time

Substitute teachers are expected to be on duty by 8:00 a.m. unless otherwise indicated by the secretary or electronic calling system. This will allow time to check in at the office, clock in on the time clock, find the classroom, locate, and read the lesson plans, prepare the room and instructional materials, and otherwise prepare for a successful day of substitute teaching. Before leaving at the end of the day, leave notes on how the day went for the regular classroom teacher.

Substitute aides, secretaries and custodians should confirm the time they begin with the substitute platform, the school secretary or principal.

Prep Time

Substitutes do not need a prep hour to get ready for the next day. This time can be used to correct student work, if needed. Otherwise, make yourself available to the office.

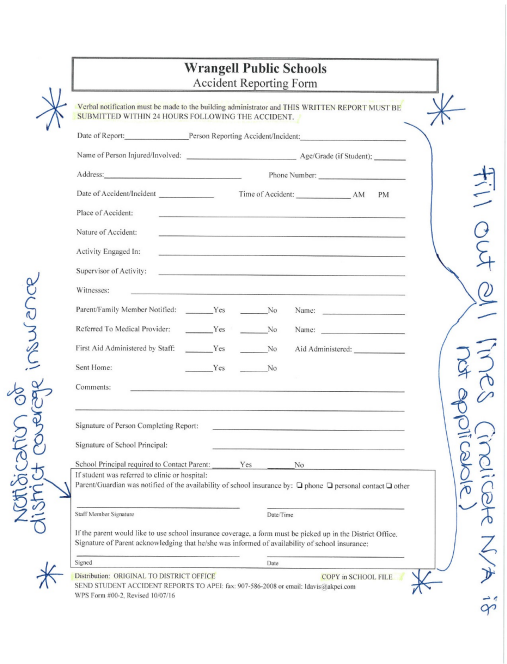
Accident Reporting

All employees are required to complete accident reports if they witness an accident or injury that occurs on school property, at a school-sponsored event or while on a school-sponsored trip. These forms should be completed as soon as possible and submitted to the district office within 24 hours following the accident.

The accident form must be completed in full. All blanks must either be filled in or noted N/A if the information is not pertinent to a particular situation. In case of an accident that requires medical attention, staff must immediately contact their supervisor who should in turn, contact the Superintendent.

The original accident form is filed in the district office with a copy retained in the school office.

The District does have student accident coverage. If a student is injured and requires medical care, the parent should be notified of the availability of insurance and the form completed appropriately signifying that contact was made.



Wrangell Public Schools
Accident Reporting Form

Verbal notification must be made to the building administrator and THIS WRITTEN REPORT MUST BE SUBMITTED WITHIN 24 HOURS FOLLOWING THE ACCIDENT.

Date of Report:_____Person Reporting Accident/Incident:_____

Name of Person Injured/Involved: _____ Age/Grade (if Student): _____

Address:_____ Phone Number: _____

Date of Accident/Incident _____ Time of Accident: _____ AM PM

Place of Accident: _____

Nature of Accident: _____

Activity Engaged In: _____

Supervisor of Activity: _____

Witnesses: _____

Parent/Family Member Notified: _____Yes _____No Name: _____

Referred To Medical Provider: _____Yes _____No Name: _____

First Aid Administered by Staff: _____Yes _____No Aid Administered: _____

Sent Home: _____Yes _____No

Comments: _____

Signature of Person Completing Report: _____

Signature of School Principal: _____

School Principal required to Contact Parent: _____Yes _____No

If student was referred to clinic or hospital:
Parent/Guardian was notified of the availability of school insurance by: ❑ phone ❑ personal contact ❑ other

Staff Member Signature _____ Date/Time _____

If the parent would like to use school insurance coverage, a form must be picked up in the District Office.
Signature of Parent acknowledging that he/she was informed of availability of school insurance:

Signed _____ Date _____

Distribution: ORIGINAL TO DISTRICT OFFICE COPY in SCHOOL FILE
SEND STUDENT ACCIDENT REPORTS TO APEI: fax: 907-586-2008 or email: 1davis@alpei.com
WPS Form #00-2, Revised 10/07/16

Notification of district coverage insurance

Fill out all lines (indicate N/A if not applicable)

Special Needs

Substitute Employees who require special accommodations can contact their building principal:

Cathy Winn, Elementary Principal Phone: 874-2321
P.O. Box 736; Wrangell, AK 99929-0736
Email: cwinn@wpsd.us

Greg Clark, Secondary Principal Phone: 874-3395
P.O. Box 651; Wrangell, AK 99929-0651
Email: gclark@wpsd.us

Cell Phones

CELL PHONES**:** Personal cell phone usage is discouraged during work hours except during emergency and to communicate with other staff members. While working with students, cell phones should be silenced and put away unless previously approved by the principal. Under no circumstance should employees talk on their cell phone or text while driving a district vehicle (including rental vehicles) or during crosswalk duty.

Children in the Workplace

The presence of children in the workplace with the employee parent during the employee's workday is inappropriate and is to be avoided except in emergency situations. This policy is established to avoid disruptions in job duties of the employee and co-workers, reduce property liability, and help maintain the company's professional work environment. In case of emergency, Substitute employees are expected to assume responsibility for the students under their supervision without the added responsibility of their own children.

If bringing a child to work with the employee is unavoidable, the employee must contact his/her supervisor as soon as possible to discuss the situation and obtain permission to have the child accompany the employee while working. Factors the supervisors will consider are the age of the child, how long the child needs to be present, the work environment in the employee's area, and any possible disruption to the employee's and co-workers' work. Consideration will not be given to allowing a child with an illness to come to work with the employee.

A child brought to the workplace in unavoidable situations will be the responsibility of the employee and must be always accompanied and be under the direct supervision of the employee parent.

Dress

Employees are expected to dress in an appropriate manner according to their job description. Keep in mind that you are a role model to students. The following shows examples of appropriate dress:

Appropriate Dress	Inappropriate Dress
Khaki pants, slacks, skirt, dress, etc.	Blue Jeans with Holes
Button-up, polo shirt, blouse, etc.	Tank top or T-shirt
School Spirit Shirt	Hooded Sweatshirt with Bar Logo

Protecting Student & Staff Privacy

Each student with whom you work has a right to expect that nothing that happens to or with them will be repeated to anyone other than authorized school employees, as designated by the administrators of each school.

Even when discussing a student with those who are directly involved in a student's education, such as a teacher, school administrator, or counselor, you may not share otherwise confidential information with them unless it is relevant to the student's educational growth, safety, or well-being. This obligation extends to written or verbal information.

Parent, friends, or community members may, in good faith, ask you questions about a student's problems or progress. Again, you must refer all such questions to the authorized school employees. You may not share information about a student, even with members of your own family or their family.

Employees have a right to expect their personal information also be kept confidential. Volunteers may become aware of employee personal information through the course of their activities. You are asked to respect the privacy of the individuals by not sharing this information with others. If you have a concern about this private information, you may discuss your concerns with the associated school principal or program supervisor.

Unauthorized Release of Confidential Information

All district employees, including substitute employees, shall maintain the confidentiality of all confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure. **Information and records pertaining to executive sessions, negotiations, and student records, including individual test results, are not subject to public disclosure.**

Any employee who willfully releases confidential information about students, staff, or any topic properly confined to an executive session shall be subject to disciplinary action up to and including dismissal from district service. Any action by an employee, which inadvertently or carelessly results in release of confidential information, shall be recorded, and the record shall be placed in the employee's personnel file.

Depending on the circumstances, the Superintendent or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

For more information, refer to Board Policy #4119.23, Unauthorized Release of Confidential Information.

Photos and Student Privacy

Substitute employees in our schools and at school-related events (including class parties and field trips) are welcome to take photos of their own child(ren) for their personal use. However, Substitutes and visitors are asked to respect the privacy and confidentiality of other families. At school and school events (including field trips) students have an expectation of privacy. This is governed by the federal Family Educational Rights and Privacy Act (FERPA). Substitutes should not take photographs or videos which clearly identify someone else's child or their work and share them on social media websites.

Social Media Behavioral Expectations

Whether you are posting for business or personal reasons, the following are expected of all staff members.

•Always act consistently with Wrangell Public Schools' Mission, Vision & Values and our school board policies.
•Know and follow laws, regulations and Wrangell Public Schools policies regarding privacy and confidentiality at all times.
•Always be aware that written messages are, or can become, public. The Internet is immediate and nothing posted is ever truly private or anonymous.
•If a staff member sees unfavorable opinions, negative comments or criticism about Wrangell Public Schools on a social media site, he or she should not attempt to rebut it nor have it removed as that may escalate the situation. Instead, he or she should forward the information to the Superintendent.
•Any staff member who believes they have been the target of harassment through another staff member's social media activity should report the incident to their supervisor. Abusive or harassing behavior violates Wrangell Public Schools' policy and is subject to disciplinary action, up to and including termination of employment.
•Any unauthorized information posted on a social media site that discloses confidential or proprietary Wrangell Public Schools information or implies official Wrangell Public Schools opinion violates Wrangell Public Schools' policy and may be used as grounds for discipline, up to and including termination, even if the action was on personal time and equipment.
•A suspected Breach of Confidentiality will be dealt with according to Wrangell Public Schools' Confidentiality policy.
•Wrangell Public Schools administration has the right to view, monitor and request removal of any posting on a social media site that does not meet the requirements of this regulation.

Prohibition of Harassment

The Wrangell Public School District does not tolerate harassment of its employees, or any other member of the school community. Harassment based on sex, color, race, religion, national origin, age, mental or physical disability, marital status, changes in marital status, pregnancy, or parenthood is specifically prohibited.

Harassment includes, but is not limited to, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, unwelcome sexual advances, or requests for sexual favors, displaying offensive words, objects or pictures and other verbal or physical conduct which adversely affects an individual's employment, or has the purpose or effect of unreasonably interfering with an individual employment or creating an intimidating, hostile, or offensive work environment.

Sexual harassment also occurs where submission to conduct of a sexual nature in an explicit or implicit condition of an individual's employment, or submission to or rejection of sexual conduct is used as the basis for employment.

Employees who knowingly permit or engage in such harassment will be subject to disciplinary action, up to and including discharge. Non-employees will be subject to sanctions appropriate to their status or relationship with the District.

The District encourages the immediate reporting of incidents of harassment. Employees who believe they have been subject to harassment should contact their immediate supervisor. In cases where the person to whom a victim would normally report is the alleged source of the harassment, cases where the victim is not an employee or a student or where other good reason exists not to report to the person designated under this policy to receive reports, the victim should contact the Superintendent, or a person designated by the Superintendent to receive and investigate complaints of harassment.

Individuals who make good faith reports of harassment or suspected harassment prohibited by this policy shall not be retaliated against in any way. Reports will be treated as confidentially as possible, consistent with the District's need to conduct a thorough investigation of the charges, to remedy the harm caused by harassment and to prevent further harassment.

For more information, refer to Board Policy #4119.12, Prohibition of Harassment.

Drug, Tobacco, and Alcohol-Free Workplace

Note: Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. Additionally, AS 17.38 does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). Further, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, or possession of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.

The School Board believes that the maintenance of drug, tobacco and alcohol -free workplaces is essential to school and district operations. No employee should unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, drug, or controlled substance before, during, or after school hours at school or in any other district workplace.

For purposes of this policy, “drug” is defined to include, but is not limited to, marijuana or cannabis, in any form; synthetic marijuana or cannabis, in any form; synthetic variations of controlled substances, in any form; prescription medication for which a valid prescription has not been obtained, which is used in amounts in excess of prescribed dosages, or which is used for purposes other than prescribed, and prescription drugs distributed or dispensed to any person other than the prescription holder. “Controlled substance” is defined to include any substance identified by federal or state law as controlled.

In the interest of the health and safety of students and employees, it is a violation of this policy for students, staff, parents, visitors, contractors, and all others to use, distribute, or sell tobacco products on District premises, at school-sponsored activities, on or off District premises and in District-owned, rented or leased vehicles.

“Tobacco” is defined to include in any non-FDA approved tobacco or nicotine, lighted or unlighted cigarette, electronic cigarette, vape or vaping device, cigar, pipe, bidi, clove cigarette, dissolvable nicotine strips, liquid tobacco or nicotine, and any other smokeless tobacco product, also known as spit tobacco, dip, chew, and snuff, in any form.

Tobacco possession is prohibited for all district students and visiting students, as well as for all other visitors under the age of 19.

Alcohol, tobacco, and marijuana advertising is prohibited in all school-sponsored publications, in all school buildings, and at all school-sponsored events. District acceptance of gifts or funds from alcohol, tobacco, and marijuana industries is similarly prohibited.

Personnel shall not wear clothing depicting tobacco, alcohol, drugs, or controlled substances, and shall not display such items or related slogans on their vehicles, through signage, or otherwise, while the vehicle is on District property or at a school-sponsored event.

For more information, refer to Board Policy #4020, Drug and Alcohol-Free Workplace.

Smoking and Tobacco Use

As role models, district employees should demonstrate conduct that is consistent with school programs and to discourage students from using tobacco products.

In accordance with law and to promote the health and safety of all students and staff, it is the intent of the Board to establish a tobacco-free environment. Consequently, it is a violation for students, staff, visitors, contractors and all others to use, distribute or sell tobacco, including any smoking device, on district premises, at school-sponsored activities on or off district premises and in district-owned, rented or leased vehicles. Staff and/or all others authorized to use district vehicles to transport district students to school sponsored activities are prohibited from using tobacco in those vehicles.

For the purposes of this policy, “tobacco” is defined to include tobacco in any form and/or any nicotine delivering devices, including any lighted or unlighted cigarette, smokeless tobacco (dip, chew, etc.), cigars, and electronic nicotine delivery systems, including e-cigarettes, e-liquids, vaping devices, and vaping liquids. This does not include FDA approved nicotine replacement therapy products for the purpose of cessation.

For more information, refer to Board Policy #3513.3, Use of Tobacco.

Solicitation and Selling

All solicitation and selling are prohibited on school premises except by authorization of the Superintendent of Schools. *(Reference Board Policy #4135)*

Political Activities of Employees

Political campaigning on school grounds, during school time, by school employees is prohibited. *Reference Board Policy #4119.25)*

Bloodborne Pathogen Training

Bloodborne pathogens are pathogenic microorganisms such as viruses or bacteria which are carried in the blood and body fluids and can cause disease in people. There are many different bloodborne pathogens but the Hepatitis B Virus (HBV), Hepatitis C Virus (HCV) and the Human Immunodeficiency Virus (HIV) are the three viruses that pose the greatest concern to people. These diseases are specifically addressed by the OSHA Bloodborne Pathogen standard.

Hepatitis B Virus (HBV)

Hepatitis B is a virus that can infect the liver. This inflammation can lead to more serious conditions such as chronic liver disease, cancer, or death. More than 5,000 people die annually from the HBV-related liver disease.

Symptoms may include fatigue, abdominal pain, loss of appetite, nausea, and vomiting. Symptoms of jaundice, a distinct yellowing of the skin and eyes, and darkened urine will often occur as the disease progresses.
Half of those infected show no symptoms and others may show symptoms as soon as 2 weeks or as long as 6-9 months after infection.

Hepatitis B is the most easily transmitted bloodborne pathogen. The only way to confirm it is by blood test. There is no cure or specific treatment for HBV, but fortunately, there is an effective vaccine.

Hepatitis C Virus (HCV)

The Hepatitis C Virus (HCV) can also cause a liver infection. It is estimated that 3.5 million Americans are living with an active, chronic Hep C infection.

Symptoms are frequently non-specific, but may include jaundice, abdominal pain, fatigue, dark urine, loss of appetite, and nausea. Hep C may lead to cirrhosis of the liver and liver cancer. There is no vaccine for HCV, but there are anti-viral drugs that are used for those who have contracted the disease.

Human Immunodeficiency Virus (HIV)

Human Immunodeficiency Virus (HIV) attacks the body's immune system, weakening it so that it cannot fight other deadly diseases. Approximately 1.2 million people in the United States are HIV positive. 1 in 8 people may not be aware that they are infected. The HIV virus is very fragile and will not survive very long outside of the human body. It is primarily a concern to individuals who provide first aid in situations involving fresh blood. Even though the chance of contracting HIV in the workplace environment is low and the number of new cases is on the decline, because it is such a devastating disease, all precautions against exposure should be taken.

Transmission of Bloodborne Pathogens

To be exposed to a bloodborne pathogen such as Hepatitis B, Hepatitis C or HIV, infected blood must get into your bloodstream. Exposures occur primarily through needle sticks, sharps injuries, mucous membrane and non-intact skin.

As an employee, you can be exposed to Hepatitis B, Hepatitis C and HIV by coming in contact with body fluids contaminated with blood. This can happen when you directly touch contaminated blood while performing first aid or when you touch an object or surface contaminated with blood and then transfer the virus to your mouth, eyes, nose or non-intact skin. Feces, urine, vomit, nasal secretions, sputum, sweat, tears and saliva are not considered infectious unless they contain visible blood. Remember the virus must get into your bloodstream for you to get sick. You cannot become infected with these viruses through casual contact. Employees are urged to take advantage of available personal protective equipment, such as gloves, and follow work practice controls to prevent exposure to blood and other body fluids.

Recognizing and Preventing Bloodborne Pathogen Exposures

Knowing these steps will help you prevent exposures to body fluids that are potentially infectious:

- Wrangell Public Schools has a Bloodborne Pathogen Exposure Control Plan. It is based on the guidelines for workplace safety according to OSHA standards.
- Follow universal precautions. Although you may instinctively want to help a student, make sure that you first protect yourself properly.
- Contact custodial staff immediately to ensure proper cleaning of contaminated surfaces.

- Practice good handwashing techniques. This is the most important defense against the spread of disease.

Universal Precautions and Work Practice Controls

Universal precautions and work practice controls are used as an approach to infection control to protect employees from exposures to all human blood and other potentially infectious materials. These include:

- Treat all human blood and body fluids as if they are infectious.
- Observe universal precautions in all situations when there is a potential for contact with blood or other potentially infectious materials.
- Use personal protective equipment in all situations involving blood or body fluids.

Handwashing

Handwashing facilities should be readily available. Antiseptic hand cleanser can be used if handwashing facilities are not accessible – handwashing with soap and water should be done as soon as possible. Wash hands immediately after removing gloves or other Personal Protective Equipment (PPE).

Personal Protective Equipment (PPE)

The most common PPE that employees will use is gloves.

- Wear gloves when it is possible that your hands may come into contact with blood or body fluids or if you have cuts, scratches, or other breaks in the skin.
- Gloves are single use; do not wash or reuse. They should be removed if they become torn or damaged.

Custodial Responsibilities

Custodial responsibilities include the major tasks of cleaning and disposal of potentially infectious materials. To minimize exposures, the following measures should be implemented:

- Notify custodial staff to clean any equipment or surfaces contaminated with blood or body fluids.
- Broken glass should always be treated as contaminated and never be picked up with unprotected hands. Always use mechanical means to pick up glass such as a broom and dustpan. Never push or compact trash with your hands. Hold it away from you and shake down.
- Call custodial staff for assistance and clear the area of students.

In the event of an exposure, employees are required to:

- Wash exposed areas with soap and water. Immediately flush exposed mucous membranes with water.

Immediately report the exposure incident to the building principal. The principal will provide appropriate paperwork and instructions for seeking medical attention.

Weapons

Do not bring pocketknives or any other weapon to the school. Weapons on school property are a violation of school board policy.

Responsibilities of Substitutes

*****NEVER LEAVE STUDENTS UNSUPERVISED*****

Lesson Plans

Teachers will leave lesson plans for the substitute teacher to maintain a continuity of instruction in the classroom. Substitutes are to implement the lesson plans exactly as the teacher wrote them. Teachers spend a lot of time preparing lesson plans for a substitute. Please show respect by following them as closely as reasonably possible. Any deviation from the lesson plans must be substantiated with sound reasoning and be based on established curriculum and instruction theory and practice.

Most of the time, teachers anticipate their absences. However, if a teacher is absent due to an emergency or illness, the substitute may not have current lesson plans provided by the teacher. Each teacher has left an emergency lesson plan on file. The office will provide the location of these lesson plans. If for some reason these are not available, the substitute should get assistance from the administrator.

Active Involvement

The successful substitute teacher is actively involved with instruction. This includes moving around the classroom often, checking student work and assisting with assignments. Many discipline problems can be avoided by the substitute's use of proximity with the students.

Classroom Management/Discipline

Substitute teachers are expected to model and reinforce the expectations of the permanent teacher. Classroom rules are posted in most classrooms and the teacher will include a copy of them with their lesson plans. All students know what the expectations are and what the consequences are for not following them. Effective classroom management will lead to effective teaching.

When students cause behavior problems that are disruptive to the learning environment, the substitute teacher should attempt to maintain discipline in the classroom. However, sometimes even the most effective classroom management strategies will fail. Threatening, embarrassing, yelling or using foul or inappropriate language is never justified.

Substitutes may never administer corporal punishment, physically discipline a student in any way or verbally abuse the students. Shouting at students or calling them derogatory names may constitute verbal abuse and is forbidden.
Sarcasm is ineffective in the classroom and should not be used with students.
Substitutes are expected to treat young people in a positive and supportive manner.
When all reasonable efforts to maintain order have failed, then the substitute should refer students to the office and the principal with a note explaining the circumstances.

At the End of the Day

After students have left for the day, the room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies and instructional materials should be returned, desks placed in their original positions, etc. Room security is also the responsibility of the substitute employee. Please see that windows and doors are locked and secure before leaving.

Please take a few minutes to leave a detailed note for the teacher. The teacher appreciates knowing how much of the lesson plans was accomplished and any other important information about the substitute's instructional efforts they might need to know about. The teacher would also want to be informed of any behavior problems or unusual events that may have occurred during his or her absence.

The substitute should check out in the office and clock out using the Red Rover kiosk.

Our Thanks

Thank you for choosing one of the most difficult jobs in education. Most teachers will tell you that while they could not do their jobs without you, they wouldn't trade with you for a day! In many ways, the job of the substitute is much more difficult than that of the full-time teacher.

Helpful Substitute Teacher Tips

Tips for having a successful day, everyday:

- Locate and identify emergency procedures and review your responsibilities should an emergency occur. If evacuation is required, take the student roster with you and use it when you arrive at a safe place to ensure that all students under your supervision are present. If you have missing students, you should notify the administrator immediately.
- Introduce yourself to the teacher next door and use him or her as a reference during the day should any problems or questions occur.
- Be familiar with the processes and procedures used in the classroom.
- Make sure you have proper equipment for the entire day. If the lesson plan calls for a movie, make sure that you have needed equipment in the classroom before the period for which the movie is scheduled.
- Stand at the door as students arrive and during class changes.

- Write your name on the board and pronounce it for the students so they can use it when addressing you.
- Begin the day firmly. Students need to sense that you can and *will* control the situation. Once they know that, you can use humor and enthusiasm without risking that the class will get out of control.
- Take roll efficiently and accurately at the beginning of each class (ask for help with name pronunciation if needed).
- Learn and use students' names as quickly as possible. Relate to them as individuals.
- Be positive. Try to provide as many students as possible with opportunities to succeed – and to receive praise for succeeding.
- Keep students on task and keep activities moving. Use lesson plans and have a game or activity in mind to make the day special.
- Always get the students' attention before giving directions.
- Try to involve students who appear disinterested. Try to find ways to motivate them.
- Insist that all students remain in their assigned seats and get permission before moving.
- Walk around the classroom during the students' lesson and offer help and suggestions to the students. This interaction helps the students feel more comfortable with you in the classroom.
- Encourage students to help or express their opinions or advice in a constructive way. This will help keep them interested and motivated.
- Use a pleasant and controlled voice.
- Discuss class rules and your expectations.
- Look and perform like a professional. Dress professionally and conduct yourself with dignity to command respect and authority.
- Guard teacher's editions, grade books and passwords.
- Place personal items in a secure area.
- Correct student behavior immediately, consistently and fairly (use reasonable and enforceable consequences; do not send groups of students to the office; do not put students in the hallway).
- Reprimand in private. You do not appreciate being called out in front of your peers; neither do your students.
- Learn to listen. Talk to students and listen to them. Be sure to listen to their side of any troublesome situation. They will respect you for recognizing their right to be heard.
- Allow only one student at a time to leave the room; give a hall pass and a time limit.
- Never leave students unattended.
- Have a few extra pens, pencils, and sheets of paper to eliminate locker trips.
- Never allow students to dismiss early for lunch, the next class or for the day.

Principles of Good Classroom Management/Discipline

1. The initial impact of the substitute teacher is the key factor in successful classroom management. Self-confidence, resilience, initiative, and resourcefulness are some necessary prerequisites. If there is time before the class arrives, review the day's schedule, and become familiar with related activities. When the class arrives, introduce yourself and write your name on the board. Try to call students by their names. To help you remember their names, your may wish to follow the seating chart or use nametags.

2. As a substitute teacher, you set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting. Encourage students to do their best. Commend them on their work as appropriate. BE FIRM, BUT FAIR.

3. Discipline is based on mutual understanding, through honest and open communication. Do not threaten students with a consequence unless you plan to follow through.

4. Problems do not usually develop if the content of instruction is worthwhile, presented in an interesting manner and if the students are kept busy.

Examples of teachers using appropriate discipline:

1. Recognize feelings. Example: *"I can see that you are angry because you have to stay after school."*
2. Describe the situation. Example: "*I see coats all over the closet floor. They need to be hung up."*
3. Invite cooperation. Example: "*Lets all help to be quiet so we can go to the puppet show."*
4. Be brief. Example: "*We do not throw paper."*
5. Don't argue. Stick to a decision but remain flexible enough to change it if you are wrong. Arguing is always a losing proposition.
6. Model appropriate behavior. Always show through example how you want your students to act.
7. Discourage physical violence. Example: *"In our class, we talk about our problems. We do not hit, kick or pull hair."*
8. Do not criticize, call names or insult students. Example: A child interrupts the teacher's conversation. Teacher "*Excuse me. I will be with you as soon as I am finished with this conversation."*
9. Focus on solutions. Example: *"I am seeing unsportsmanlike conduct on the playground. What can we do about that?"*
10. Give choices. Example *"You may remain at your desk and quietly do spelling, or you may sit by yourself in the back to the room."*

The Key to Discipline

The age-old problem of classroom discipline is always recurring. The behavior of the teacher can have a positive or negative effect on student discipline in the classroom. The teacher who shouts will have students who shout. The teacher who slams the door when irritated will have students who will do the same. In many cases the students are the mirror images of the teacher. Students can sense the way a teacher feels about their work. As they pick up these vibrations, the students reflect these feelings in their own attitudes and behaviors. Here lies the problem…and the solution.

Listed below are steps that the classroom teacher might take into consideration to help alleviate a discipline problem before it gets started.

1. **Set a good example.** Remember the students will become what the teacher is. Show them that you are concerned with their wellbeing. Be positive and work on each student's strong point instead of tearing down or harping on the negative. Be enthusiastic!
2. **Share the load in the classroom.** Don't expect the students to do everything. Don't make yourself the king or queen and your students the peasants. The more they respect you, the fewer hassles you will have.
3. **Act like a professional.** Downgrading students, fellow teachers, parents and administrators in public will destroy respect. Do not criticize the school or regular classroom teacher.

Time Fillers

- When subbing in grades 3-6, have a box full of fun brainteasers and challenges (worksheets) that are glued, and contact papered on one-half of a file folder. When a student is finished with his/her work, allow them to pick a "Challenge" and an overhead marker to write with. When they are done with it, they wet a Kleenex, wipe it off and pick a new one. Students work hard to stay quiet and finish their work to pick a challenge to work on. Find the challenges in jumbo puzzle or brainteaser books.
- Give each letter of the alphabet a numerical value (a=1, b=2, etc.). Mix it up for older kids if you wish. Specify a book (or perhaps an assigned chapter) and see who can find a word with the highest point value. Make them correctly pronounce the word and give the correct definition. 3rd grade and up does great with this.
- "Guess who I am" Game: pick a person that the students would all know. Pretend you are that person and have students ask you questions to discover your identity. The questions should be in the yes/no response format. Have a treat ready for the winner.

- Math Ball: get a medium-sized ball and write with a permanent marker, numbers from 0 -10 over and over again until the whole ball is covered. Then, when in the classroom, play it like silent ball. When a student catches it, he/she looks at the two numbers the thumbs are on and must multiply them. The answer must be given within ten seconds. Before the game starts, decide which math operation will be used (division, subtraction, addition, multiplication).
- "Round the World": First grade can use addition flash cards; third grade or higher use multiplication flash cards. Have the first student in row 1 stand by the second student. Whichever student get the correct answer moves on. The student who loses sits in that seat. The object of the game is to get back to your seat. If you can go all around the room and back to your seat, you are the winner.
- Break the students into groups of 4-5. Put a sentence on the board such as "I was the red shoe that belonged to Tina, I fell out of the car and now I am…" Have one student from each group write two or three sentences to continue the story. Have the student fold the paper so that the next student can't see what was written. The next student writes two or three more sentences. Fold the paper again and continue until every student in the group has written. One person will volunteer to read the story that the group wrote. It really turns out funny. This works well with 4th, 5th and 6th graders.
- Give the students a word and challenge them to see how many words they can make, using the letters in the original word. Words must be three or more letters. Use seasonal words or words that deal with topics the students are studying.
- Mystery Bag: Take an empty bag and put something inside (anything will work!). Make a chart on the board with a "yes" column and a "no" column. Students ask yes or no questions to determine what is in the bag. You may want to limit the number of questions so that they will think before they ask questions. If the student asks, "Is it a toy?" write the word toy in the appropriate column. After a certain period, review the yes answers and the no answers. Allow the students to guess what is in the bag. Once you have a few guesses, you can let students vote (i.e., How many of you think it is a rubber band?) Record the number of answers. Let a child who has been especially nice pull the item from the bag.

Brain Teasers

Teaser #1
A son and his father get into a serious car accident. The boy is taken in one ambulance to a hospital and the father is taken in another ambulance to a different hospital. Upon reaching the emergency room, the doctor looks at the boy and says, "I can't work on this patient. He is my son!" How is this possible?

Teaser #2
There is a clerk at the butcher shop. He is five feet, ten inches tall and he wears size 13 sneakers. He has a wife and two kids. What does he weigh?

Teaser #3
If there are nine players on a baseball team and three strikes make an out and four balls make a walk, how many outs are there in an inning?

Teaser #4
Forward I'm heavy, backward I'm not!

Teaser #5
Mr. and Mrs. Plum have six daughters and each daughter has one brother. How many people are in the Plum family?

Teaser #6
In our calendar, some months have a total of 30 days, and some have 31. How many months have 28 days?

Teaser #7
The maker doesn't want it, the buyer doesn't use it and the user doesn't see it. What is it?

Teaser #8
What occurs once in every minute, twice in every moment, yet never in a thousand years?

Teaser #9
What came first, the chicken or the egg?

Teaser #10
Rearrange the letters in NEW DOOR, to come up with one word.

Teaser #11
A dusty, old cowboy road into town on Tuesday. He stayed for exactly three nights and three days and then road out again on Tuesday. How is this possible?

Teaser #12
Decipher this: YYURYYUBICURYY4ME

Teaser #14
You walk into a cabin. There are three items that need to be lit. One is a fireplace, another is a stove and the last is a candle. You only have one match what do you light first?

Teaser #15
A plane flying from America to Canada crashes on the border. Where do they bury the survivors?

Answer Key to Brain Teasers

Teaser #1
The doctor is the boy's mother.

Teaser #2
A butcher weighs meat.

Teaser #3
There are 6 outs in an inning.

Teaser #4
The word 'TON'

Teaser #5
There are nine members in the Plum family.

Teaser #6
All of them

Teaser #7
A coffin

Teaser #8
The letter 'M'

Teaser #9
I don't know

Teaser #10
"One word"

Teaser #11
He's riding a horse named "Tuesday."

Teaser #12
"Too wise you are, too wise you be; I see you are too wise for me."

Teaser #13
The match

Teaser #14
They don't bury survivors

Resources

- Fold a piece of paper in half. Cut or tear the half into another half. Fold over and have the students write their names on one side. They can write their names on one side and put on their desks. It gives you instant visual access to their name. They prop it up on their desk. They love to decorate the back and they can also do some artwork on them.

- For K-2, write "ALL STAR TEAM" on the board, with stars around it. Students who are doing the right thing get their name on the board, with stars surrounding their name. Slowly add names throughout the day, leaving problem students toward the end. They can also get their name erased (and added back later) if they go off task. At the end of the day, students get a note signed by the substitute that says "Congratulations, you made the All Star Team," and they line up to go home in the order they made the team. It's inexpensive and easy, and the younger kids try hard to get their name on the board!

- Alphabetize and label all papers and attach them to the cover sheet about the day. A teacher's grade book is alphabetical, and it really helps.

- Leave things neat and the boards clean, ready for the teacher to come in and resume work.

- Thank the teacher for trusting you with his/her classroom. Leave your number if he/she has any questions.

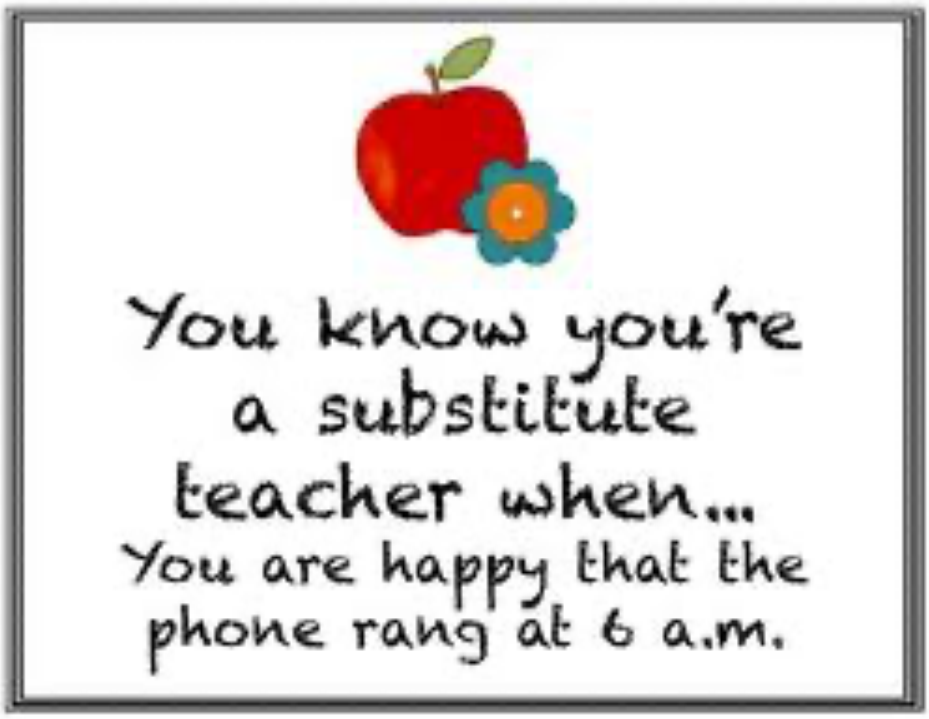
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http://www.teachingheart.net/SUB.htm



Please, sign and return the following acknowledgement to the district office upon receipt of this handbook.



ACKNOWLEDGEMENT

I acknowledge that I have received the contents of the Wrangell Public Schools 2026-2027 Substitute Employee Handbook. I understand that I am to adhere to all rules and regulations stated in the handbook, provided that such adherence and/or supervision does not violate any of my other terms and conditions of employment.

If I have any questions or need clarification, I will arrange a meeting with the building administrator.

_____ _____

Employee Signature Printed Name

_____

Date