

2026-2027
Edmonds School District
Classified Substitute Handbook
Paras/Office/SINC



Substitute Services

Phone: 425-431-7072

Email: HagenK690@edmonds.wednet.edu

Fax: 425-431-7034

20420 68th Ave W, Lynnwood, WA 98036



The Edmonds School District is an Anti-racist Institution

The Edmonds School District and the School Board are committed to supporting students and families as we navigate the persistent institutionalized racism that is pervasive throughout the educational system and pledge to disrupt this system through listening to and elevating the voices of our students, families, and staff.

In addition, the board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, **staff should always make sure to use students' preferred names and pronouns.**

Policies That Guide Our Work

POLICY 0600: RACE AND EQUITY

The Edmonds School District acknowledges that complex societal and historical factors contribute to inequities within our school district. This policy confronts the institutional bias that results in the predictability of student performance based on race, background, and/or circumstances (such as but not limited to: disability, language, income and culture). We resolve to address opportunity gaps at every level of our organization through policy, procedure, and practice in order to eliminate persistent achievement gaps. Our data suggest that among these disparate outcomes, race continues to be the most persistent predictor of student performance. Consequently, we will prioritize our efforts and resources on strategies that eliminate institutional racism.

POLICY 3211: GENDER INCLUSIVE SCHOOLS

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use, and accessibility, sports, and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

POLICY 3210: NONDISCRIMINATION

The Edmonds School District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.



School Board

Carin Chase

Vice President

Director District 1 *Term expires: 12/27*

Keith Smith

Director District 2 *Term expires: 12/29*

Hawk Cramer

Director District 3 *Term expires: 12/27*

Thom Garrard

Legislative Rep

Director District 4 *Term expires: 12/29*

Nancy Katims

Board President

Director District 5 *Term expires: 12/27*

Rebecca Miner

Superintendent of the Edmonds
School District and Secretary of the
Board

Important Contacts

Human Resources: 425-431-7020

Sub Services: 425-431-7072

Technology Help: 425-431-7333

District Website:
edmonds.wednet.edu

Absence Management System:
frontlineeducation.com

WELCOME SUBSTITUTES!

Dear Colleagues,

Welcome to the Edmonds School District! I am so grateful to you for your service to our students. The job you do to support our students on their learning journeys is very important to our system, and I hope your experience is a positive and rewarding one. Please take time to thoroughly review this handbook as it will provide essential information to help you be successful. In addition, any member of our team will be happy to help.

Best,
Rebecca

District Leadership

Superintendent - **Rebecca Miner**

Executive Assistant - **Meghan Guillen**

Assistant Superintendent - **Helen Joung**

Assistant Superintendent - **Greg Schwab**

Student Services Executive Director - **Jon Bell**

Student Learning Executive Director - **Jason Aillaud**

Business & Finance Executive Director - **Lydia Sellie**

Assistant Superintendent, Human Resources - **Rob Baumgartner**

REPORTING TO WORK



**EDMONDS SCHOOL
DISTRICT**

BE ON TIME

As soon as you arrive, report to the main office to sign in and find out your instructions.

If you are working more than 3 hours, you can expect an assigned 15 minute break. If you are working more than 5 hours, there will be an assigned 15 minute break PLUS a 30 minute unpaid lunch. Be sure to check with the Office Manager about when you should be taking your assigned break/lunch times.

DO NOT LEAVE before your assignment obligation ends. It is unacceptable and WILL affect future work opportunities. You are expected to be present and working for all paid time.

CHECK IN AT THE MAIN OFFICE:

1. Have the name of the employee you are covering.
2. Sign in.
3. Listen & receive any Office Manager instructions.

ID BADGE

Always wear your district ID Badge. It is required on all district grounds!

If you need a replacement, contact HR at 425-431-7020 Opt 1.

LAST MINUTE? RUNNING LATE?

Job offered too late to report on time? You have up to 1 hour to arrive at your assignment from the time you accept! Please make every effort to arrive sooner than the one hour if safe driving conditions permit.

Running Late? Contact the school immediately! They will make plans to cover until you arrive. If you do not call, they may remove you from the assignment and report you as a No Show.

SUBSTITUTE PLANS

Often, employees leave plans. They may be attached to the assignment in Frontline, at the front office, on their desk or maybe emailed directly to you! ALWAYS follow the employee's instructions as closely as possible. They have put time and effort into preparing these plans to make your day go smoothly.

You can always contact the Sub Coordinator in case of an emergency, questions, concerns, feedback. The Sub Services hours are 6am-2:30pm year-round! 425-431-7072



ABSENCE MANAGEMENT SYSTEM

FRONTLINE

Edmonds School District uses Frontline for all school employees. Frontline can be accessed online or by phone. You can customize your settings to best fit your needs as a substitute including:

- Locations you prefer to work
- Availability and blocked days
- Review, accept and decline assignments
- See all future and past assignments you have confirmed
- Merge with multiple districts you may sub for who use the same system

Frontline will make “robo-calls” between 5am-1pm & 4pm-9pm. **You can go into your account and turn off this function if you would rather only look up jobs online.** Please note – even if you opt out of robo-calls, schools may call you directly!

Quick Reference Guide

Access your account at
<https://login.frontlineeducation.com/login?signin=e6818af06b19a5a1bbf792fcbc3c0522&productId=ABSMGMT&clientId=ABSMGMT#/login>

You have received an email with how to set up your account.

Available jobs that you are qualified for will be listed. You can accept or reject anything that is posted.

Note: Once you reject an assignment, you will no longer see it.

DOWNLOAD THE APP!

Frontline has introduced a Mobile App for Subs which can be downloaded on your smartphone through the iOS App Store or Google Play at no additional cost. The Mobile App features include Job Notifications and Accepting Assignments.

The app also has PUSH NOTIFICATIONS.

Find instructions here:

Android – <https://mobile-help.frontlineeducation.com/hc/en-us/articles/360055286613-Important-Android-Settings>

iOS - <https://mobile-help.frontlineeducation.com/hc/en-us/articles/360055284893-Important-iOS-Settings>

NEED HELP?

There is a Learning Center available when you click HELP on the upper right of the screen. Or call Substitute Services for assistance!

NEED TO CANCEL?

Emergencies happen! If you absolutely MUST cancel your assignment, immediately log onto Frontline and remove yourself. This will release the assignment for another sub to pick up. Then call the school to let them know! They will need to come up with a coverage plan.

REASONABLE ASSURANCE

Edmonds School District will continue to offer you substitute employment for the 2026-27 school year. It is expected that the District will have as much [or more] work available for you in 2026-27 as was available this past school year, taking into account enrollment projections, the number of positions, and the size of our substitute list. Employment with our District calls for several customary vacation/recess periods during the school year, as established by the 2026-27 school calendar which is posted on the District website. The District expects to have substitute work available for you following each of these vacation/recess periods.

Please contact the Substitute Services Desk if you are no longer available.



BE FLEXIBLE!

Expect the unexpected. You may have accepted an assignment for one subject matter or grade, but the school needs to move you to a more critical area. Shifts in assignments happen often. Both substitutes and contracted employees take on these responsibilities. Please be flexible and helpful in these challenging moments!

REMOVAL FROM SUBSTITUTE LIST

Substitutes may be deactivated for the following reasons:

- Inactivity - you are expected to work at least 1 assignment per quarter
- Excessive last minute cancelations
- Failure to report to an accepted assignment
- Multiple late arrivals or leaving early

Depending on the circumstances, you will have the opportunity to reapply for this position which requires an online application, review of your history, and updating HR & Payroll paperwork.

DRESS CODE

Dress in a professional manner that is appropriate to your assignment.

Avoid perfumes and scented lotions.

Be prepared for indoor and outdoor settings with appropriate shoes and outerwear.

If you have concerns about students' clothing, please contact the building's administrator.

ELECTRONIC COMMUNICATION EXPECTATIONS AND PROTOCOLS

EMAIL EXPECTATIONS

All substitutes have been issued a district email address. Any district communications will be through your @edmonds.wednet.edu account. It is expected that you frequently check your district email and use the utmost professionalism while communicating.

Please remember that all electronic communication is a PUBLIC RECORD.

If you need assistance accessing your district email, please contact technology at 425-431-7333.



CELL PHONE & SOCIAL MEDIA USE

- DO NOT take photos or videos of students.
- DO NOT attempt to communicate with students or families via text, social media or any Non-District system. All communication should be conducted under the approval of a district supervisor.
- DO NOT “friend” students or families. Be respectful of boundaries of fellow staff.
- DO NOT post videos, photos or student related information on your social media.
- Consider making all of your accounts private and be thoughtful about the content you post.

PERSONAL BUSINESS PROHIBITED

Conducting personal business of any kind is prohibited during a substitute assignment. Please handle all personal business during your break/lunch time.

Examples of personal business to avoid are:

- Personal phone calls or texting
- Using social media
- Browsing the internet for any non-school-related purposes
- Reading a book, newspaper, etc.
- Sleeping
- Watching Netflix, etc.

EMAIL ETIQUETTE

- **DO NOT use emails to solicit substitute work.** All assignments that are available will be posted on Frontline.
- DO NOT conduct personal business even if it is with a district employee.
- DO NOT contact students via email or any social networking platform.
- Keep all NONWORK-related topics and communications OFF your district account.
- CHECK your email often! All district communications will be conducted via your email account. It is required and expected that you are engaged in all substitute and district messaging.

TECHNOLOGY

Email & Skyward Qmlativ Help:
(425) 431-7333
Help Desk Ticket:
edmonds.incidentiq.com

TECHNOLOGY TIPS:

Call if you need help! Or create a Help Desk Ticket! The Technology Help Desk is available to support all of your needs as a substitute. If you need assistance with classroom technology or your email account, please do not hesitate to call. 425-431-7333.

Do NOT share your log in or password details with anyone else. Your personal information such as pay stubs, bank account numbers, address and phone number are all accessible through Skyward. Keep your log in information private!

Change your password!
You will be prompted to change your password once a year by the district. But it is always a good security measure to update your passwords often to protect your online security.



All Substitutes have:
Email account
Skyward/Qmlative Account

DISTRICT EMAIL ACCOUNT

Your District Email and Temporary Password will be emailed to your personal email address once you have completed all of your hire paperwork.

1. Your first log in must occur in a District Building on a Windows computer (not a Chromebook). There are computers available to you in Human Resources. After your initial log in, you can log in from anywhere.
2. Log in with the provided Username and Password. You will be prompted to change your password.
3. Click OK – create a password that is a minimum of 12 characters long. Type in a 2nd time to confirm.
4. You will need to sign up for multi-factor authentication (MFA). Instructions can be found here:

a. https://docs.google.com/document/d/1UIT0Hy_vESySl6lcUuiqJTWDogtuJ0vrXd_nV3uUV2k/edit?usp=sharing

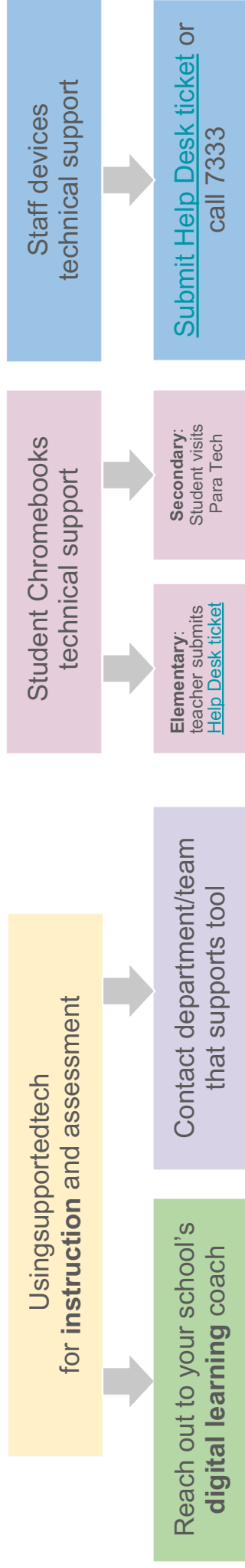
5. Open gmail.com. Choose Sign In. Enter your District email and password you created. Click ACCEPT.

SKYWARD ACCOUNT

Skyward is where you access your Payroll information and Pay Stubs. You can Access Skyward from the front page of the District website edmonds.wednet.edu. Your Skyward invite will be emailed to your DISTRICT email.

1. Your username will be the same as your district username but the initial password will be different. You will be prompted to change the password. Create a password that is a minimum of 12 characters long.
2. You will need to sign up for multi-factor authentication (MFA). Instructions can be found here:
a. <https://staff.edmonds.wednet.edu/support/technology/qmlativ-migration-center/mfa-qmlativ>
3. Once logged in click EMPLOYEE INFORMATION to access your Personal Information, Check History, Direct Deposit, Tax Forms, etc.

I have a need or question related to....



Examples

Desire to use tech for:

- Engaging instruction
- Formative assessment
- Summative assessment / projects
- Differentiation

Tool Learning related to:

- Seesaw and Canvas
- Other supported tools: Peardeck, Edpuzzle, Kami, WeVideo, BookCreator, Canva, MagicSchool, Google tools basic functions, GoGuardian

Examples

- Skyward Qmlativ: Contact Info Systems team (x7040)
- Skyward Family Access: Contact school office manager
- iReady or Student Survey: Email Vickie Coury
- Student Services-supported tool: Contact appropriate SS staff (e.g., IEP Online: Connie Blevins)
- Digital access to curricular tools: Contact appropriate department (Student Learning, Student Services, CTE, ML, etc.)

Examples

Student has a problem with:

- Chromebook (login, damage, Clever badge)
- Charging
- Student account - password reset not working
- Students' general **access** to online learning platforms (Canvas, Clever, Seesaw, etc.)

Examples

I have a need or question related to:

- Teacher laptop
- Doc cam
- Projector or LFD
- Chromebox
- Audio
- Printing/printers
- Building/classroom wifi
- District account
- Software installation
- Phone
- Staff Zoom support
- Any other non-instructional staff tech need

UNPLANNED CLOSURES

In the event of unexpected school closures and late starts, **television and radio stations will announce any school cancellations, delay of starting time, or early dismissal.**

Information will also be posted on Frontline and the Edmonds School District website.

If you do not see or hear a broadcast announcement about the Edmonds School District, that means that schools in our district are open at their regularly scheduled times.

EARLY RELEASE: Unless otherwise stated, substitutes are to remain on the daily schedule.

LATE START INFORMATION:

If the Edmonds School District is on a late start schedule, you are expected to **arrive 30 minutes prior to the student start time.** Normally, a late start is due to unsafe road conditions like snow or ice. If your neighborhood road is covered in ice, we do not want you to risk your safety. If you need to arrive late, you need to call the school where you are assigned or notify Substitute Services ASAP.

PLEASE BE ON TIME: IF SAFETY PERMITS, IT IS IMPORTANT THAT YOU REPORT DIRECTLY TO THE OFFICE MANAGER AT YOUR SCHEDULED TIME.

WHAT TO DO IF INJURED ON THE JOB

If you are physically injured during your substitute assignment you should:

1. Immediately report the incident to your supervisor or building administrator.
2. Fill out the "Employee Accident/Incident Report" (form A-131).
3. When medical attention is needed, complete the Self-Insured Accident Form (SIF2). This form is located at the ESC, Human Resources reception desk.
4. Bring doctors' notes to Human Resources.

PERSONAL SAFETY RESPONSIBILITIES

The Edmonds School District (ESD) places a high value on the safety of its employees and students. ESD is committed to providing a safe workplace for all employees and students who attend school at our facilities. It is the basic safety policy of the district that no task is so important that an employee must violate a safety rule or take a risk of injury or illness in order to get the job done. Employees are required to comply with all district safety rules and are encouraged to actively participate in identifying ways to make our district a safer place to work and attend school.

Supervisors are responsible for the safety of their employees and as a part of their daily duties must check the workplace for unsafe conditions, watch employees for unsafe actions and take prompt action to eliminate any hazards.

Safety is a team effort – let us all work together to keep this a safe and healthy workplace.

Student Cell Phone and Smart Watch Restrictions and Enforcement

Student Cell Phones and Smart Watches



The Edmonds School District is strengthening its expectations around students' use of personal devices such as cell phones and smartwatches during the school day. While these tools can be useful, they also distract from learning and disrupt focus in the classroom. To ensure all students have the best opportunity to learn and connect with peers, the district, working in partnership with the Edmonds Education Association, is enforcing its telecommunication device policy ([Policy 3245](#)) consistently across all schools and grade levels. Students may use their devices only before school, during their assigned lunch period, and after school, unless authorized by a teacher or administrator, or if outlined in a student's healthcare plan. Elementary and middle schools may choose to have a more restrictive policy, such as no telecommunication devices during lunch or recess.

[A comprehensive message about this change can be found here](#)

If you have questions about the cell phone/smartwatch policy at the school you are subbing for, please check in with that schools' office staff for guidance.

Substitute Paraeducator Job Description

The Substitute Paraeducator works collaboratively with certificated staff in classrooms or other learning environments, assists with a variety of instructional support and supervision duties of students; prepares educational materials; monitors students' progress, behavior, and safety and shares observations with teacher and other professional staff. This position adapts instruction for academic areas, as assigned; models expected classroom behaviors; supervises recess and lunch periods, field trips, locker rooms, study and detention rooms, health room; students' arrival and departures, and transitions within the school setting. The Substitute Paraeducator works 1:1 with individuals and/or groups of students; may apply de-escalation techniques; assists with required record-keeping; takes all necessary and reasonable precautions to protect students, equipment, materials and facilities. The Substitute Paraeducator performs related duties consistent with the scope and intent of the position.

Essential Functions and Responsibilities

- Works collaboratively with classroom teachers in the daily management, organization, monitoring, and safety of students; provides instructional support to students in reading, writing, math, and with social/behavior skills. Scribes and adapts instruction for all academic areas, as assigned. Models expected classroom behaviors.
- Supervises and escorts students to and from recess and lunch periods, field trips, locker rooms, study and detention rooms, health room, students' arrival and departures, and transitions within the school setting. Intervenes when students are misbehaving, not in the proper location, or may be in dangerous or unsafe situations. Assists in upholding and enforcing school rules; may supervise students during in-school suspension or in extended day programs.
- Collects and prepares instructional and non-instructional materials as directed; assembles worksheets; lessons, art supplies, and other materials; creates and posts bulletin boards; corrects worksheets, tests, and assignments.
- Works with individuals and/or groups of students in educational, creative, and structured play activities using social and vocational skills; assists with classwork and assignments; tutors and monitors student activities in the classroom, on school grounds, and in the community as needed.
- Monitors student behavior and progress, may apply de-escalation techniques, and shares observations with teacher and other professional staff; may participate in parent-teacher conferences.
- Assists certificated staff with district, state, and national test administration; helps maintain diagnostic and test data.
- Assists with required record-keeping including maintaining and updating student records, class lists, attendance and other data; files and retrieves documents.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Supports social and emotional learning (SEL) by helping students manage emotions, set and achieve positive goals, show empathy for others, maintain positive relationships, and make responsible decisions.
- May take action, or assist in taking action, to restrain students who are at risk of harming themselves or others by following school/district approved restraint procedures.
- Assignment may require feeding, diapering, toileting students with disabilities and/or monitoring of medical conditions.
- May teach independent living skills such as cooking, laundry, general personal hygiene and cleanliness.
- Maintains regular and consistent attendance.

Other Functions

- Is willing to be trained in deescalation/restraint of students as necessary.
- Performs equipment and supply inventories; orders materials as necessary.
- Assists in the supervision of volunteers and student assistants.
- Types, copies, and distributes forms, correspondence, student behavioral contracts, worksheets, tests, and schedules by using standard office equipment. May answer phones, take messages and/or direct callers, and assist visitors.
- Administers first aid, as necessary.
- Performs related duties consistent with the scope and intent of the position.

Ability To

- Work with students who have a variety of disabilities.
- Work in a stressful environment. Demonstrate awareness and appreciation of diversity among individual students and demonstrate commitment to strengthening engagement of a diverse community.
- Understand and execute verbal and written instructions, policies, and procedures and seek clarity when needed.
- Work effectively in a team-oriented environment with teachers, other District staff, parents, and students.
- Communicate effectively with District staff, parents, and students using tact, courtesy, and good judgment.
- Remain flexible to changes in assignments or situations.
- Set priorities and complete assigned tasks in an atmosphere of frequent interruptions.
- Intervene with emotional, angry or disruptive students.
- Differentiate between individual differences, cultural differences and universal similarities.
- Utilize word processing software and learn the operation of District adopted software.
- Effectively supervise and instruct students one-on-one or in a small group setting.
- Protect the confidentiality of student information consistent with FERPA and handle confidential matters appropriately and ethically.
- Participate in activities and responsibilities as assigned by the classroom teacher.
- Uphold board policies and follow administrative procedures.
- Meet state recommended core competencies pursuant RCW 28A.415.310.
- Favorably represent the District and promote positive public relations when communicating with the general public.

PARAEDUCATOR TIPS FOR SUCCESS



HELPFUL TIPS

PARAEDUCATOR TIPS WITH ESCALATED STUDENTS

- Ask the teacher for helpful strategies.
- Remain calm/take a deep breath before you speak.
- Lower your voice and talk softly.
- Slow your rate of speech.
- Don't take student actions personally.
- Stand at least 2 to 3 feet away from an upset student.
- Don't stand over or stare down a student.
- Scan for dangerous objects in the vicinity.
- Avoid blocking doorways that are the only exit for a student.
- Avoid engaging in argumentative interactions.
- Provide choices or options for students who are oppositional.
- Do not put your hand on a student
- Be very conscious of your own body language.
- Know the building crisis plan for getting additional staff help.

JOB TYPES AND AREAS

LEVEL I (CLASSROOM/RECESS/GENERAL ED) Typically outdoors, monitoring students, awareness of safety and equipment use. Be prepared to be standing and walking around. Wear comfortable shoes and warm clothing. Supervise and conduct small groups in educational, creative, and structured play activities. Assist with class work and assignments. Tutor and monitor student activities in the classroom and special sessions. Monitor student behavior and progress and share observations with teacher and other professional staff.

LEVEL I (RESOURCE) Typically works 1:1 with an individual student. Check with teacher for specific instructions. You may be helping with classwork, accompanying to the restroom, lunch, recess.

LEVEL I (CAMPUS SECURITY) Assists in the supervision and security in or around campus buildings, facilities, and areas adjacent to the school site. Works collaboratively with administrators, staff, students, SRO, and school community. You will be expected to walk around the campus observing anything that looks amiss or if any students are leaving campus, and report it to the office.

LEVEL IA Typically works collaboratively with students/staff in an intensive learning support classroom, special education classrooms, Pre-K classrooms, or other learning environments

LEVEL IB Typically works with students/staff in an intensive learning support classroom, special education classrooms or other K-12 learning environments. Manages challenging student behaviors in a non-escalating, positive manner. Assist teacher in daily management, organization, monitoring, and safety of students. May require feeding, diapering, toileting students with disabilities and/or monitoring of medical conditions. Follow all teachers' guidelines and instructions for room structure.

Substitute Office Personnel Job Description

The Substitute Office Personnel performs a variety of activities to support the school and parents as primary educators; provides phone, walk-in and front office initial contact and customer service; maintains student attendance and registration records; monitors the health room; provides secretarial support to the Principal. Works as part of a team in a fast paced environment.

Essential Functions and Responsibilities

- Serves as office receptionist. Greets and assists families, students, staff and visitors. Answers the telephone, responds to inquiries or directs callers to the appropriate party. Provides volunteer or visitor ID badges.
- Provides basic technical support for families and staff in the student data systems. Utilizes a wide variety of computer applications and office equipment.
- Provides clerical support to building staff including counselor and registrar. Monitors building walkie-talkies. Communicates with staff as necessary.
- Provides confidential secretarial support to principal and counselor. Drafts, edits and types correspondence, forms, memorandum, reports and confidential materials; makes appointments and updates calendar as needed.
- Troubleshoots minor copier problems; contacts copier vendor for service and supplies; enters technology help desk tickets.
- Sorts and distributes U.S. and inter-school mail; ensures mail is placed in appropriate mail boxes for staff. Receives, signs for and distributes freight items as necessary.
- Takes incoming calls to the office for absent students and for families interested in touring our program. Creates and maintains attendance files of written excuses from parents, doctors and other sources.
- Monitors students sent to the health room; provides basic first aid and proper medical care to sick or injured students; calls parent/guardian and arranges for early dismissal of students who are returning home due to illness. May administer anaphylaxis treatments (EpiPen), provide CPR/AED, and/or call 911 for health emergencies.
- Receives medications from parent/guardian; completes medication receipts; secures medications for students and provides access to medications as required. Logs each health room visit and relevant student health information in the electronic student information system. Completes Student Accident Report and Head Injury Report forms as necessary. Maintains current emergency contact information on all students.
- Receives application materials and maintains records of potential students. Creates enrollment packets. Makes reminder calls to parents about upcoming school tour sign up.
- Receives, tracks and files "Intent to Homeschool" declarations. Provides "Homeschool Discount Letter" to parents.
- Assigns lockers. Tracks locker assignments.
- Performs a variety of related duties and special projects as assigned.

Substitute Student Intervention Coordinator Job Description

The Substitute Student Intervention Coordinator collaborates with the school community, including the administrative team, instructional staff, support staff and families, to develop and implement a school-wide positive behavioral intervention system which supports a positive learning environment and a high level of achievement for all students.

Essential Functions and Responsibilities

• Prevention

- Under the supervision of the school principal, facilitates the development of the MTSS (MultiTiered Systems of Support) process to address building-specific needs while aligning with District guidelines.
- Analyzes behavioral data to identify whole school trends.
- Collaborates with school staff to identify, create and implement evidence-based, trauma informed practices strategies for multi-tiered interventions. This includes creation of universal behavior expectations, instructional strategies, and interventions which complement building-wide SEL instruction.
- Establishes and supports a positive reinforcement system in partnership with teachers to encourage and acknowledge academic and behavioral achievement.
- Assists building-based team to inform all stakeholders (e.g. school staff, students, families, etc.) on the framework/program and the system for positive behavior management.
- Provides training to staff on a variety of evidence-based practices that address behaviors of concern. Provides assistance and support to paraeducators and certificated staff with evidence based intervention strategies while being respectful of cultural differences.

• Intervention

- Uses academic performance, behavioral data, disciplinary data, and attendance records in collaboration with building based Problem Solving Team to identify students who need targeted intervention.
- When implementing interventions ensures all strategies are developmentally appropriate and culturally-relevant at all grade levels.

• Discipline

- Under building principal's supervision and within District guidelines, evaluates intensity and severity of problem behavior to determine level of intervention.
- Implements evidence-based practices in Family School Partnering to establish positive relationships with families even when addressing student's lagging skills in social, emotional or behavioral abilities.
- Coordinates and oversees activities related to student discipline, student attendance, and campus security.
- Manages student discipline referrals; investigates discipline situations and administers appropriate consequences and intervention according to district policies and procedure. Coordinates discipline and interventions to limit disruption to students' daily routine, programs, and education.
- Observes and interviews students; takes anecdotal notes that are brief, objective, and focused on specific outcomes. Provides ongoing documentation that may be shared with students, parents, teachers, and behavior team. Meets with teachers to review data.

Substitute Student Intervention Coordinator Job Description cont.

- **Other**

- Provides additional campus supervision as needed, including recess and lunch periods, locker rooms, study and solution rooms, students' arrival and departures, and transitions within the school setting.
- Serves as building safety officer; coordinates safety of facility with the Safety and Emergency Preparedness Specialist.
- May provide work direction to Office Staff and Campus Security Paraeducators relevant to routine.
- Performs related duties consistent with the scope and intent of assignment.

- **Knowledge of:**

- Positive behavior system and supports to assist school practices.
- Evidence-based behavior management strategies and tiered system of behavioral intervention.
- Family School Partnership practices.
- Restorative justice.
- Child and adolescent growth and development
- State and federal laws that govern school districts and students, including special education and school discipline laws and regulations.
- Safe behavior management techniques, both verbal de-escalation and physical management.
- Culturally responsive and trauma informed practices.

- **Skilled in:**

- Communicating with individuals from varied educational and cultural backgrounds.
- Monitoring behavior and making quick, effective decisions.
- Applying a variety of positive behavior reinforcements.
- Extensive critical thinking and problem solving skills.
- Techniques to motivate student learning via inquiry, discussion, and application of knowledge.

PAYROLL INFORMATION

PAY RATES

All Substitute pay rates can be found here:
<https://www.edmonds.wednet.edu/our-district/departments/human-resources-payroll-benefits/salary-schedules>

MILEAGE REIMBURSEMENT

If a substitute is required to travel to another district location as a part of the assignment, the substitute is entitled to receive mileage reimbursement. This form can be found on the Staff Portal > Office Space > District Forms > Business Services > [B-105 Employee Reimbursement Voucher AKA MILEAGE CLAIM FORM Ver 2](#)

PAYCHECKS AND PAY STUBS

Paychecks are directly deposited into your bank account. To review your bank account information and see your pay stub, log into your Qmlativ account. To make changes to your direct deposit information, contact Payroll.

TIME SHEETS

On occasion, you will be required to fill out a time sheet for your assignment. Time sheets MUST be turned into the Office Manager on the SAME DAY you are working before you sign out for the day.

All time sheets are due on the 5th of the month. If received after the 5th of the month, compensation will be on the next month's paycheck.

PAYROLL SCHEDULE

Month	Date Range	Payday
SEP	8/11-9/09	9/30/26
OCT	9/10-10/09	10/30/26
NOV	10/10-11/09	11/30/26
DEC	11/10-12/08	12/30/26
JAN	12/09-1/10	1/29/27
FEB	1/11-2/09	2/26/27
MAR	2/10-3/09	3/31/27
APR	3/10-4/09	4/30/27
MAY	4/11-5/10	5/28/27
JUN	5/11-6/09	6/30/27
JUL	6/10-7/10	7/30/27
AUG	7/11-8/10	8/31/27

SUBSTITUTE SICK LEAVE

PROCEDURE REPORTING PAID SICK LEAVE

Guidelines:

- You must have a sick leave balance available in order to be eligible. You can find your balance in your Skyward/Qmlativ Account.
- You must be scheduled for an assignment in Frontline that is then cancelled. The confirmation # of the cancelled assignment is needed for your form.
- Submit your Sick Form promptly. They should be submitted in the same pay period.
- [Link to Sick Leave Form](#)

How to Claim Your Sick Time:

1. Log in to Frontline and cancel the existing assignment with the reason code "Sick-Using Paid Leave."
2. Fill out the Paid Sick Leave Request Form [Top half under "Classified Substitutes"]. You MUST include the Confirmation # of the canceled assignment. Your form will not be accepted without this information.
3. Send the ORIGINAL form (copies, faxes, emailed scans will NOT be accepted) to: Substitute Services, Human Resources – 20420 68th Ave W, Lynnwood WA 98036

UNFORESEEN ILLNESS?

Be courteous and professional. Cancel your assignment as soon as possible and call the school or Substitute Services.



POLICY: SICK LEAVE

Effective January 1, 2018, substitutes will accrue paid sick leave at a rate of one (1) hour for every 40 hours worked. Paid sick leave may be used for:

- the employee's mental or physical illness, injury or health condition;
- preventive care for the employee such as medical, dental or optical appointments and/or treatment;
- care of a family member with an illness, injury, health condition or for preventive care;
- closure of the employee's work location or child's school/place of care by order of a public official for any health-related reasons;
- if the employee or the employee's family member is a victim of domestic violence, sexual assault, or stalking.



PAID SICK LEAVE REQUEST FORM

INITIATIVE 1433 – Covering Substitutes, Coaches & Variable Hourly Employees

Employees are responsible for completing this form to request leave to be charged/deducted from their balance and to receive the corresponding amount of pay in the pay period the time off occurs.

EMPLOYEE NAME: _____

SICK LEAVE BALANCE: _____

(Located: <http://www.edmonds.wednet.edu/>, Skyward, Log In, Employee Access, Time off) (For Assistance with User ID or Password call the Skyward Help Desk at 425-431-7040)

REASON CODES: S = Self SF = Family I = Injury (Job related – Workers Comp) O = Other

CLASSIFIED SUBSTITUTES, COACHES & VARIABLE HOURLY EMPLOYEES				PAYROLL USE ONLY
Classified Work Account Code: 9700 14 3300 0970 5019 0000				
DATES OF ABSENCE	# OF SICK LEAVE HOURS TAKEN (Full hour increments only)	REASON CODES (S, SF, I or O)	Assignment Confirmation # or HRTE #	ASSIGNMENT PAY RATE
TOTAL # HOURS				

Supervisor and Employee signatures below certifies that this leave conforms to the terms and conditions of the collective bargaining agreement and/or District policy governing the applicable employee group. Also, certifies that the employee was scheduled for a specific assignment on the date leave was used.

Classified Employee Signature _____ Date _____ Supervisor/Sub Coordinator Signature _____ Date _____

CERTIFICATED SUBSTITUTES			PAYROLL USE ONLY
Certificated Work Account Code: 9700 14 2300 0970 5019 0000			
DATES OF ABSENCE	# OF SICK LEAVE HOURS TAKEN (circle one)	REASON CODES (S, SF, I or O)	Certificated Employee Signature & Date
	3.50 or 7.0		
	3.50 or 7.0		
	3.50 or 7.0		
	3.50 or 7.0		
	3.50 or 7.0		
TOTAL # HOURS			

FOR PAYROLL USE ONLY:	Verify Leave Balance: _____	Date: _____
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IMPORTANT LINKS



District Calendar:

<https://www.edmonds.wednet.edu/calendar>

School Websites with Contact Information:

<https://www.edmonds.wednet.edu/schools>

District Map:

<https://www.edmonds.wednet.edu/academics/boundary-mapsfeeder-patterns>

Start and Dismissal Time for Students:

<https://www.edmonds.wednet.edu/academics/start-dismissal-times>

Staff Portal:

<https://staff.edmonds.wednet.edu/>

Salary Schedules:

<https://www.edmonds.wednet.edu/our-district/departments/human-resources-payroll-benefits/salary-schedules>

Edmonds Education Association Employee Agreements:

<https://www.edmonds.wednet.edu/our-district/departments/human-resources-payroll-benefits/employee-agreements/edmonds-education-association>

Edmonds School District Policies and Procedures

As an Edmonds School District Substitute, you have completed all required Safe Schools modules outlining our Policies and Procedures. The School Board Policies and Procedures can be found on our website:

https://go.boarddocs.com/wa/edmonds/Board.nsf/Public?open&id=policieshttps://wwnds.wednet.edu/about/school_board_policies__l_board_policies_procedures

- Title: 5010 Equal Employment Opportunity -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3U2978C201>
- Title: 5011 Sexual Harassment of District Staff Prohibited –
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3U2978C201>
- Title: 3205 Sexual Harassment of Students Prohibited -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3TWJ78A7FE>
- Title: 5201 Drug-Free Schools, Community and Workplace -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3U2R78C2F6>
- Title: 0600 Race and Equity -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC6P9L638BF4>
- Title: 3210 Nondiscrimination -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3TUC789EA3>
- Title: 3207 Prohibition of Harassment, Intimidation and Bullying -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3TUH789E9B>
- Title: 4215 Use of Tobacco, Nicotine Products and Delivery Devices -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3TX378B3CB>
- Title: 3221 Academic Freedom and Responsibility -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3TUE789F05>
- Title: 3421 Child Abuse, Neglect and Exploitation Prevention -
 - <http://go.boarddocs.com/wa/edmonds/Board.nsf/goto?open&id=CC3TW378A5A2>

Emergency Preparedness for Classified Substitutes

Lockdown/Intruder:

As a classified substitute, you may have to participate in a variety of lockdown activities. Prior to starting your day you should familiarize yourself with the school emergency plans, evacuation routes, campus layout, PA system uses, and emergency attendance procedures.

A lockdown is used to secure students and staff from potential threats and hazards. There are primarily two types of lockdowns but several ways that you may be asked to go into lockdown. Lockdowns should begin with some kind of PA or vocal announcement, "This is a lockdown, or this is a lockdown emergency." A **full lockdown** is always assumed and always initiated first unless specific directions are given otherwise.

- A **full lockdown** occurs when there is a direct threat on campus. It could be a violent intruder, suspicious person on campus, or other emergency condition where students and staff need to be secure.
- Sometimes you will be asked to go from a full lockdown to a **modified lockdown**. A modified lockdown occurs when there is a threat nearby but not on campus. This usually occurs when there is police activity near the school.

If students are outside the building such as morning arrival, recess or on a lunch break, you may have to initiate or participate in what is often called a **reverse lockdown**. In a reverse lockdown we focus on getting the kids into the closest building as soon as possible. This means students may be taken into a gym, hallway, or classroom that are not with their teacher. The critical aspect is getting students into a protected area quickly, so open doors that lead to the outside and usher as many children in as possible. Then continue into a lockdown as you normally would.

In a full lockdown, you should do the following as quickly as possible:

- Assist by closing the door if needed, ensure it is locked.
- Turn off the lights
- Close any blinds
- Have everyone turn down or turn off all electronic devices
- Get out of their desks and conceal themselves from view sporadically around the room, but remain out of sight from windows if at all possible.
- Assist taking attendance and account for missing or additional children.
- Keep students calm, silent and focused on the designated teacher/adult instructions.
- Be prepared to change plans as you receive additional information.

Refer to OSPI's ["School Drills"](#) webpage for more information.

Emergency Preparedness for Substitute Teachers

In a **modified lockdown**, schools may lock down buildings/hallways and will inform you that you may continue your educational process. In a modified lockdown teachers should:

- Help return students to their desk in an orderly fashion
- Turn on lights
- Keep doors locked and blinds closed
- Continue the educational process
- Stay alert to potential changes in the safety status.
- Keep children in secured areas (either classrooms or buildings). There should be no movement outside and classroom transfers should not be occurring unless it can be done internally within a secured facility.

Wait for the “All Clear” notification before you open doors, then allow student movement or allow others into your secured area.

In the event of a violent intruder situation, the Edmonds School District has adopted the **A.L.I.C.E. program**. It is based on the federally recommended foundation of Run, Hide, Fight. A.L.I.C.E. stands for Alert, Lockdown, Inform, Counter and Evacuate. These steps are not sequential. Staff should make quick decisions about the safest action depending on their location, age of students, personal capabilities, and knowledge of safe alternatives.

ALICE
TRAINING INSTITUTE

ALERT
Initial Alert may be a gunshot, PA announcement, etc...
Avoid code words.

LOCKDOWN
If Evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

INFORM
Communicate real time information on shooter location.
Use clear and direct language using any communication means possible.

COUNTER
As a last resort, distract shooters ability to shoot accurately.
Move toward exits while making noise, throwing objects, or adults swarm shooter.

EVACUATE
Run from danger when safe to do so using non-traditional exits if necessary. Rallying point should be predetermined.

AliceTraining.com

Scan the QR Code below to access detailed emergency procedures. Login is required with your District email to access the Staff Workspace.



Emergency Preparedness for Substitute Teachers

During a violent intruder event, you should:

- Immediately evacuate students and staff from the threat area.
- Yell lockdown, emergency, shooter, gun, or other language that informs others of the threat.
- When possible, use the PA system or mass alert systems to communicate details to everyone in the school.
- If safe, lockdown in the nearest securable room by following full lockdown procedures, be prepared to evacuate (or counter – see below) if the situation in your classroom changes.
- Classified substitutes may assist teachers with barricading classrooms for additional protection using furniture and other available objects from within the secured room.
- If lockdown is not immediately available, flee the campus and do not return until public and district authorization is received. Flee in the opposite direction of the threat, do not re-enter a threat area once you are out. Do not return to vehicles or other campus areas until police have cleared them for safety.
- Schools may have identified checkpoints or other safe harbors in their immediate neighborhoods. These should be found in your school's emergency plans and may be used if self-evacuation was utilized.
- If faced with an immediate threat and evacuation or lockdown are not available options, staff may consider countering the violent intruder. **Countering** is any action taken to save your life and/or prevent the intruder from causing additional casualties. It can be a distraction, for example, making lots of noise or throwing items at the intruder while you and others escape. It can also be attacking the intruder in an attempt to control or disarm them. The District does not demand or expect anyone to counter. Countering is a decision each individual must make based upon their ability, the situation, and having given consideration to other safety options like evacuation. **Elementary students will not be aware of the counter component and should not be expected to react or participate in counter actions.**
- Use PA or mass alert systems to make decisions about the safest course of action based on your location. PA or mass alert systems keep the school informed about changes in the threat, movement of the intruder, and other important information.

A.L.I.C.E. is only used in violent intruder situations. It is not intended to replace lockdown or other emergency procedures that may occur within a school facility given other circumstances.



Emergency Notification Cone:

During an emergency such as a lockdown, "Emergency Notification" cones may be placed near the front entrance and the service entrance as soon as it is safe to do so. The cones are clearly marked "Edmonds School District". If you arrive and see the "Emergency Notification" cones, you are to immediately leave. Do not attempt to enter the building. Cones will only be placed when it is safe for staff to do so. If you do not see a cone, but notice locked doors, blinds closed and lights turned off throughout the school, return to your vehicle and leave the parking lot of the school. As soon as you are clear from the building, contact the Main ESC District phone line: 425-431-7000.

Emergency Preparedness for Classified Substitutes

Washington is earthquake country. When the ground starts to shake, "Drop, Cover and Hold."

1. **DROP** to the ground (before the earthquake drops you!),
2. Take **COVER** by getting under a sturdy desk or table, and
3. **HOLD** on to the object until the shaking stops.



Aftershocks often follow an initial earthquake event. After the earthquake stops, make a quick assessment of the room and evacuate to the pre-designated evacuation area. Some schools may use a communications card kept in the "to go" box:

If communication cards are available:

- RED – urgent, injuries, need immediate assistance
- GREEN- everyone evacuated and accounted for.



Abduction/Missing Student:

If a student is missing from your classroom, immediately secure the other students and notify administration. Report recent locations and assist in search for student as requested. Note clothing, descriptions, personal belongings left in the classroom.

Bomb Threat:

If you witness a suspicious device or package, evacuate students from the area. Contact administration and report a potential explosive device. State your concerns clearly and be ready to describe the suspicious item. **Do not use cellular or radio communications near the object. Do not touch the object.**

In the Event of an Accident or Injury:

The Edmonds School District utilizes QMLATIV to report student accidents. Staff accidents will be reported on an Employee Accident/Incident Report (A-131). Please refer to the staff compliance posters bulletin for more information on L&I Claims.

ASK THE SCHOOL NURSE:

Do any of my students have diabetes, epilepsy, or other conditions I may need to be aware of in an emergency?

Edmonds
School District

***Snow Make-Up Days, if needed, will be in this order: May 28, June 23, June 24, June 25, June 28**

LEGEND	
	First Day of School
	First Day of Kindergarten
	Kindergarten Family Connection Meetings
	First Day of Edmonds Preschool
	Elementary Conferences, Half Day
	75-Minute Early Release
	Non-Student Day, No School
	Holiday No School
	Half day early release districtwide
	End of Term

Located in south Snohomish County, our 34 schools cover approximately 36 square miles.

