Substitute Handbook

2026-2027

West Valley School District #363 is an equal opportunity employer and does not discriminate against otherwise qualified applicants based on sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. Inquiries regarding compliance procedures may be directed to the District's Title IX/ Civil Rights Compliance Coordinator, Sabre Dahl, sabre.dahl@wvsd.org, (509) 924-2150 and/or Section 504 Coordinator, Dan Andrews, dan.andrews@wvsd.org , (509) 922-5478 or via mail to 2805 N Argonne Rd, Spokane, WA 99212. Persons who may need some accommodation in the hiring process should contact the Human Resources Office at (509) 924-2150

TABLE OF CONTENTS

Welcome **4**

West Valley Schools Locations **6**

West Valley Schools Hours and Contact Information **7**

Substitute Assignment Procedures **8**
- Conditions for Continuing Employment 8
- Cancellation Policies 9

Substitute Pay Rates 2026-27 *(subject to change)* **10**

Pay Schedule **11**

Direct Deposit **11**

Substitute Variable Sick Leave **11**

Classified Substitute Positions **12**
- Paraeducator 12
- Secretary 12
- Bus Driver 12
- Bus Aide 12
- Nutrition Services 12
- Custodian 12

NOTICE OF STUDENT RIGHTS AND THE PROCESSES FOR HIB, DISCRIMINATION, AND SEXUAL HARASSMENT CLAIMS **13**
- What is HIB? 13
- How can I make a report or complaint about HIB? 13
- What is discriminatory harassment? 14
- What is sexual harassment? 15
- What can I do if I'm concerned about discrimination or harassment? 15
- Our School is Gender-Inclusive 16
- Our School is Committed to Students and State Law 17
- How do I make a complaint about willful noncompliance with state law? 17

Policy and Procedures for All Substitutes **19**
- Administering Medicine to Students 19
- Appropriate Dress 19
- Cell Phone Use 19
- Code of Professional Conduct 19
- Civility 19
- Compliance Training 19
- Computer/Internet/Mobile Devices/Laptop Use 20
- Contact Information 20
- Discrimination 20
- Early Dismissal 20
- Employment Status 20
- Fingerprint Requirement 20
- Harassment 20
- Mandatory Reporting 21
- Personal Items 21
- Physical Force 21
- Professional Staff/Student Boundaries 21
- Safety & Health 21
- Tobacco Use 21
- Weapons and Drugs 21
- Weather Closure 22
- Workplace Injuries 22

General Substitute Expectations 23
Additional Information for Certificated Substitutes Substitute Teacher Expectations 23
Assignment Schedules 23
Certificated Long Term Assignments 23
Prep Periods 24
Certificate Types and Assignment Policy 24
Appendix A - Classroom Management Tips 25
Appendix B: DRS Substitute Fact Sheets 27
SERS Plans 2 & 3 27
TRS Plan 1 29
TRS Plans 2 & 3 31

Welcome

Welcome to the substitute staff of the West Valley District. As a substitute employee, you are an important part of our District's education programs. Students and staff depend on your services. You are vital to ensuring that our students receive a strong educational program each school day.

We thank you for the interest you have shown in the West Valley School District and the time and effort you will give to our students. When you multiply the number of days substitutes provide service in our classrooms by the number of students in those classrooms it is easy to see the tremendous impact you have on our education program.

Please use this booklet as a guide to a successful career as a substitute with the West Valley School District. The content included within this handbook is designed to assist you in finding answers to questions that may arise as you work at various schools.

Should you have any questions please feel free to contact one of the below individuals:

Substitute Services Contacts

Libby Hammond libby.hammond@wvsd.org

Kelli Wolfe kelli.wolfe@wvsd.org

(509) 924-2150

Thank you, we look forward to working with you!



West Valley SCHOOL DISTRICT #363

BELONG. ACHIEVE. SUCCEED.

2026-2027

Aug 20 & 24	**Building Staff Retreats - No Students**
Aug 25	**All Staff Kickoff! - No Students**
Aug 26	**School begins for** Ness, Orchard Center, Pasadena, Seth Woodard, Centennial MS, West Valley HS, & Spokane Valley Endeavor
Aug 26-28	**Kindergarten Conferences** **Virtual Learning Center Launch Meetings** **City School Launch Meetings**
Aug 31	**School begins for** Early Learning Center, Kindergarten Students, Virtual Learning Center, Dishman Hills HS, City School In-Person Instruction, Spokane Valley Core and Academy Launch Meetings
Sept 4-7	**Labor Day Weekend and No School**
Oct 12	**Staff PD Day - No Students**
Nov 4-6	**Fall K-8 Conferences** (Early Release and K-8 No School)
Nov 11	**Veterans Day - No School**
Nov 25-27	**Thanksgiving Break - No School**
Dec 21-Jan 1	**Winter Break - No School**
Jan 18	**Martin Luther King Jr. Day - No School**
Feb 10-12	**Winter/Spring K-8 Conferences** (Early Release and K-8 No School)
Feb 15	**President's Day - No School**
Feb 16-19	**Mid Winter Break - No School**
Mar 15	**Emergency Makeup Day - No School if unused**
Apr 12-16	**Spring Break - No School**
May 31	**Memorial Day - No School**
Jun 1	**Emergency Makeup Day - No school if unused**
Jun 16	**Last Day of School (Early Release)**
Jun 17	**Emergency Makeup Day**
Jun 18	**Juneteenth Observed - WVSD Offices Closed**

AUGUST

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SEPTEMBER

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Staff Training - No Students
School Begins/Ends
Makeup Day if Needed
K-8th Conferences
No School
Early Release







Late Starts are every Friday with schools running 1 hour late.

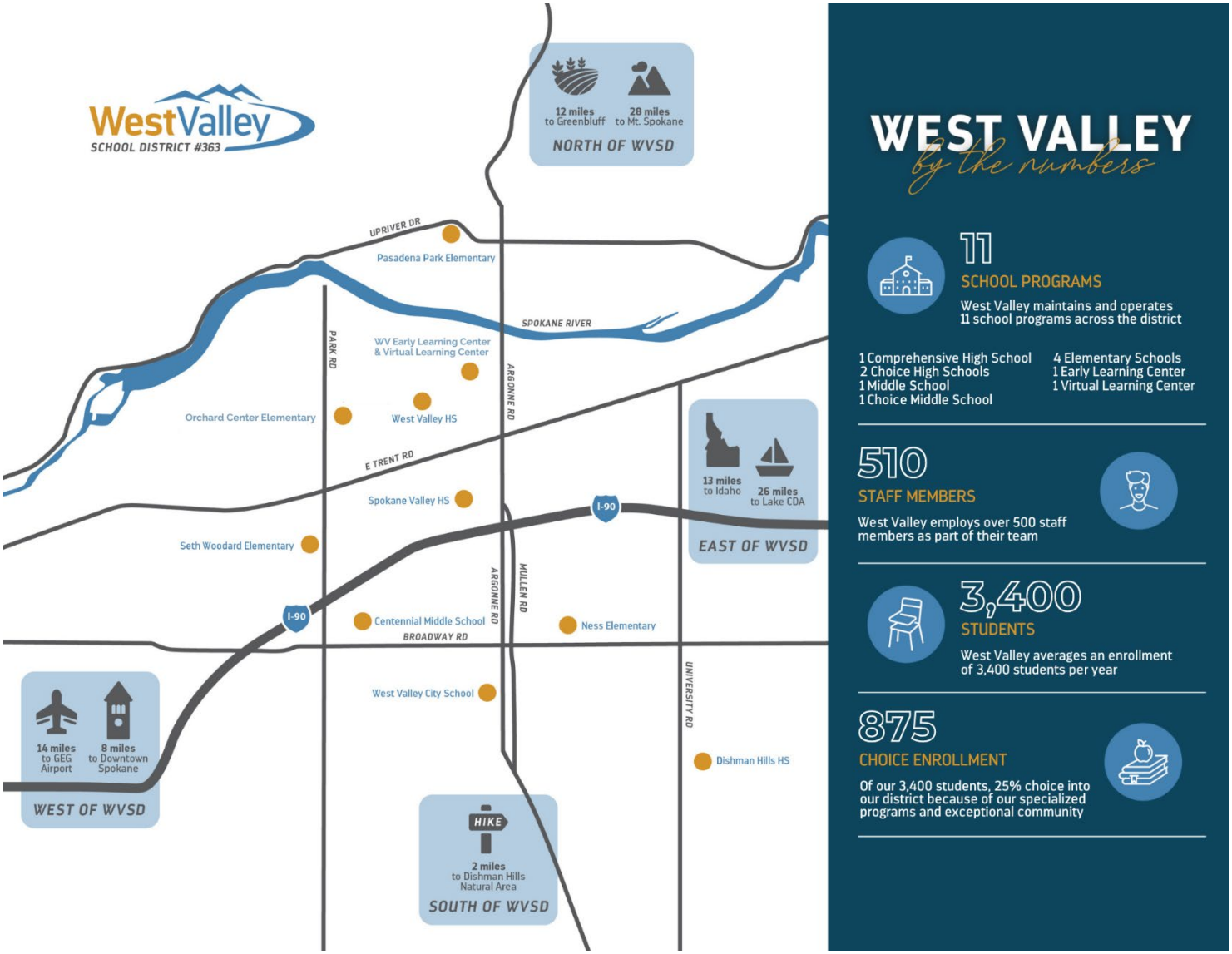
Schools and buses run 1 hour late, with the exception of:

DHHS - No students on Wednesdays
ELC/City/SVHS - No students on Fridays

West Valley High School has Late Start as usual during K-8 conference days.

West Valley Central Office 2805 N. Argonne Rd., Spokane, WA 99212

West Valley Schools Locations



Elementary Schools:			
Early Learning Center	8818 E. Grace, Spokane, WA 99212	**Ness**	9612 E Cataldo Spokane, WA 99206
Orchard Center	7519 E Buckeye, Spokane, WA 99212	**Pasadena**	8508 E Upriver Dr., Spokane, WA 99212
Seth Woodard	7401 E. Mission, Spokane, WA 99212		
Middle Schools:			
Centennial	915 N Ella, Spokane, WA 99212	**City School**	8920 E Valleyway, Spokane, WA 99212
High Schools:			
Dishman Hills	115 S University, Suite A, Spokane, WA 99206	**Spokane Valley**	2011 N Hutchinson, Spokane, WA 99212
West Valley	8301 E Buckeye, Spokane, WA 99212		

West Valley Schools Hours and Contact Information

Elementary Schools					
School	**Principal**	**Head Secretary Contact**	**Telephone Number**	**Regular Start Time**	**Friday Late Start Time**
Early Learning Center	Dan Andrews	Kristen Nicholson	(509) 922-5478	9:15 AM	No Students Friday
Ness Grades 1-5	Theresa Kendall	Sue Long	(509) 922-5470	9:00 AM	10:00 am AM buses run 1 hour late
Orchard Center Grades 1-5	Lindsay Stinger	Patricia Borg	(509) 922-5473	9:00 AM	10:00 am AM buses run 1 hour late
Pasadena Grades 1-5	Brad Liberg	Jennifer Glenn	(509) 922-5480	9:00 AM	10:00 am AM buses run 1 hour late
Seth Woodard Grades K-5	Tyrone Hoard	Nikki Sears	(509) 921-2160	9:00 AM	10:00 am AM buses run 1 hour late
Middle Schools					
School	**Principal**	**Head Secretary Contact**	**Telephone Number**	**Regular Start Time**	**Friday Late Start Time**
Centennial Grades 6-8	Karen Woolworth	Shelia Farmer	(509) 922-5482	8:15 AM	9:15 am AM buses run 1 hour late
City School Grades 5-8	Dusty Andres	Sadie Mitchell	(509) 921-2836	8:20 AM	No Students Friday
High Schools					
School	**Principal**	**Head Secretary Contact**	**Telephone Number**	**Regular Start Time**	**Friday Late Start Time**
Spokane Valley Grades 9-12	Eric Jurasin	Cecelia Johnson	(509) 922-5475	8:00 AM	No Students Friday
Dishman Hills Grades 9-12	Catheleen Scott	Megan Schmidt	(509) 927-1100	8:00 AM	No Students Wednesdays
West Valley Grades 9-12	Alison Daschbach	Tara Gilbert	(509) 922-5488	8:00 AM	8:35 am AM buses run 30 minutes late
Virtual Learning Grades K-8	Lisa Skay	Athena Mays	(509) 921-2160	Online schedule varies	Online schedule varies

Substitute Assignment Procedures
SUBSTITUTE SERVICES
MONDAY – FRIDAY 7:00 AM – 3:30 PM

Our substitute management system Absence Management (Red Rover) is a web browser and an app that manages employee absences and substitute job assignments. As a substitute, you can use Red Rover to view and accept substitute assignments, 24 hours a day, 7 days a week, via the web or the app.

1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your notifications by visiting Red Rover on the internet at http://app.redroverk12.com/. If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job!

2. With the Red Rover system, you have complete control of your schedule. Simply updating your availability in Red Rover keeps our record of your availability accurate**. If you are not available to substitute, please update your calendar by adding a Non-Work Day**. For example, if you know you aren't available this coming Monday, Wednesday, and Friday, log on to Red Rover and add Non-Work Days for those days. If you do not add Non-Work Days, Red Rover will assume you are available to work and may contact you.

3. The Red Rover mobile app also posts potential assignment opportunities for any districts that you have been provided visibility.

Confirmation Numbers
In Red Rover, when an employee or admin assistant assigns a job to a substitute the sub should receive an email notification with a confirmation number. The confirmation number is proof that the job has been assigned correctly.

Vacancy Assignments
A vacancy is used to request a substitute when no specific employee is absent. For example, vacancies may be created for testing help, a posted position that hasn't been filled yet, or a floater sub that is utilized across a school for various positions. Each vacancy assignment should have a brief explanation as to the specifics of the job, as well as the duration of the assignment. If you have specific questions about an available vacancy assignment, please call the school directly.

Web Alerts
These are alerts created by the district for substitutes to see and will contain important information. Some examples of web alerts are high volume absence days, long-term substitute job availability, flu or other health outbreak, etc. Once you've read the alert, you can click on "Acknowledge" to move on.

Conditions for Continuing Employment

If you are inactive for more than 60 consecutive days you may be released from your West Valley substitute position. Likewise, if you regularly decline assignments or cancel assignments West Valley reserves the right to discontinue offering you substitute employment with us. Please notify Substitute Services if you are working on a long-term assignment elsewhere or have a change in your employment eligibility.

To continue employment at the end of each school year, you will be issued a Letter of Reasonable Assurance with a list of requirements to complete. These requirements have a due date listed and must be completed before that date to remain in an active sub status. Failure to complete these requirements will result in being removed from the substitute list.

Cancellation Policies

You are welcome to accept as many assignments as you feel comfortable managing; however, we kindly request that you only take on tasks that you are confident you can fulfill. Your commitment to attending the substitute assignments you accept is greatly appreciated.

We understand that unforeseen circumstances can sometimes arise, affecting your ability to fulfill an assignment. In such instances, please adhere to the following guidelines:

- **Cancellation before the day of assignment:** If you need to cancel a job before 11:59 pm on the day before your assignment, you can do so through the Absence Management application or by contacting the school directly.

- **Same-day cancellation:** If circumstances require that you cancel a job after 11:59 pm on the night before your assignment, we kindly request that you promptly inform the school and/or substitute coordinator. It's important to note that accumulating five or more of these cancellations without valid justification within a single school year may result in work restrictions, such as limited visibility to same-day assignments.

- **Less than one hour or no call/no show:** This type of cancellation is considered significant and has a substantial impact on students and staff. As such, it may lead to restrictions on future work opportunities at specific buildings or even the discontinuation of your status as an active substitute.

- **Show up pay:** If you arrive at a scheduled assignment only to find it canceled or shortened, please notify a member of the Substitute Services team immediately at 509-924-2150. Depending on the circumstances and the availability of other assignments in the district, you may qualify for show-up pay, which typically ranges from an hour up to a full day's compensation.

2026-27 Substitute Salary Schedule

Position	Pay
Secretary- Level 1 *Head Secretary at WVHS, CMS, Special Services*	$23.37
Secretary- Level 2 *Counseling , ASB , Registrar, Head at Elem, WVCS, DHHS, SVHS*	$21.82
Secretary- Level 3 *Building Secretary, Library Assistant*	$20.78
Nutrition Services- Level 1 *Production Manager at WVHS, CMS, Delivery*	$21.54
Nutrition Services- Level 2 *Production Manager at Elementary, ELC, WVCS, DHHS, SVHS*	$20.53
Nutrition Services- Level 3 *Assistant Kitchen Manager*	$19.50
Nutrition Services- Level 4 *Assistant*	$18.98
Registered Nurse	$34.37
Licensed Practical Nurse	$27.05
Health Room Assistant	$20.72
Paraeducator- Level 1 *ELL Interpreter, Sign Language Interpretor,* *Counseling Assistant*	$22.32
Paraeducator- Level 2 *Instructional Para-Categorial, Instructional Para-SpEd* *Self-Contained Paraeducator, MTSS Paraeduator*	$20.01
Paraeducator- Level 3 *ECEAP Lead, Family Services Specialist*	$27.35
Paraeducator- Level 4 *ECEAP 2nd Assistant*	$21.01
Paraeducator- Level 5 *ECEAP 3rd Assistant*	$20.01
Transportation- Level 3 *Bus Driver*	$24.54
Transportation- Level 4 *Van Driver*	$22.85
Transportation- Level 5 *Bus Aid CDL*	$20.41
Transportation- Level 6 *Bus Aid Non-CDL*	$19.06
Custodian- Level 1	$22.45
Custodian- Level 2 *Head Custodian - Elementary, WVCS, SVHS, DHHS, ELC*	$23.99
Custodian- Level 4 *Head Custodian - CMS*	$25.25
Custodian- Level 5 *Head Custodian - WVHS*	$26.88
Certificated Substitute	$175 full day $87.50 half day
Admin Sub	$350 full day

Work Performed	Pay Date
Aug. 1 - 31	Sep. 30
Sep. 1 -30	Oct. 30
Oct. 1 - 30	Nov. 30
Nov. 1 - 30	Dec. 31
Dec. 1 - 31	Jan. 29
Jan. 1 - 31	Feb. 26
Feb. 1 - 28	Mar. 31
Mar. 1 - 31	Apr. 30
Apr. 1 - 30	May 31
May 1 - 31	Jun. 30
Jun. 1 - 30	Jul. 30
Jul. 1 - 31	Aug. 31

Long Term Substitute Teacher

1. A substitute is considered "long term" when they have been in the same assignment for 20 consecutive days. The rate for long term pay comes from the WVEA salary schedule and will be retroactive back to the first day in assignment.

2. A substitute teacher could be recommended for the long term assignment by the building principal. Human Resources confirms final long term assignment. Personal interviews may also be conducted depending upon the circumstance and length of the absence. Please let the Human Resources Coordinator know if you wish to be considered for a long term assignment.

NOTES

1. Certificated substitutes are only compensated for 6.5 hours per day of work.

2. Substitutes who work 630 hours or more in the current school year will become eligible for SEBB employee benefits upon reaching the 630-hour threshold. Substitutes who worked 630 hours in each of the last two consecutive years, in the same position, will be eligible for SEBB benefits for the next school year.

Pay Schedule
West Valley School District is on a monthly payroll schedule and as such substitutes are paid on the last workday of the month.

Direct Deposit
Payroll direct deposit is the process by which your paycheck is electronically deposited to your checking or savings account. With direct deposit, funds become available in your bank account on payday. All employees are required to participate in direct deposit and must provide a voided personal check/deposit slip or letter from your bank for account verification. **If you plan to close the account for your current direct deposit, it is imperative to stop direct deposit before you close your account. Please go online to the Employee Records System website and fill out a new Authorization for Direct Deposit in Available Forms to make changes or bring these requests directly to the District Office.**

Substitute Variable Sick Leave
All substitutes accrue variable sick leave at a rate of one (1) hour for every 40 hours worked calculated monthly from September through August (fiscal year). Unused accrued variable sick leave balances of 40 hours or less will carry over to the following fiscal year. Amounts over 40 hours will be forfeited at the beginning of the new fiscal year. The rate of pay for paid sick leave will be based on the rate of pay for the job that you were assigned to work.
Approved claims for paid sick leave will be paid based on the regular payroll schedule.

Eligibility for claiming accrued paid sick leave:

You must have been scheduled to work at least 24 hours before the date and times you are requesting to use paid sick leave. Documentation may be required for the use of paid sick leave for more than five (5) consecutive days.
Long-Term and Core Certificated Substitutes – you are not required to report to work to be eligible to claim paid sick leave due to a qualified reason.

Per the RCW - substitutes may use sick leave to care for their health needs or the health needs of their immediate family (immediate family is defined as parent, parent-in-law, grandparent, spouse/domestic partner, sibling, child, grandchild, or a person living in the same household as the employee); when the employee's workplace or their child's school or place of care has been closed by a public official; for any health-related reason; and for absences that qualify for leave under the state's Domestic Violence Leave Act (documentation may be required).

Classified Substitute Positions

Paraeducator

Our Paraeducators will perform one or a combination of the following roles:

General Building Support - Generally, these positions supervise the playgrounds and lunchrooms, may help in the office with clerical duties, and may be assigned to crossing guard or bus duty before and after school.

Instructional Support - Instructional Paraeducators give direct instructions to students, under the supervision and direction of a teacher.

Self-Contained – A Paraeducator may be assigned to an individual student or a classroom when a student or students qualify for Special Education. At times, Paraeducators may be asked to support direct academic instruction by providing academic dialogue (scripted lessons) to support the specific needs of a student or students. The needs of the students may vary from physical, behavioral, or learning disabilities. Duties may include helping with toileting or other special needs.

Secretary

All schools have secretaries working with the Administrators to support the efficient running of the school. Duties include answering telephones, distributing mail, recording student attendance, support of the office, and greeting visitors. Secretary subs need to be comfortable working with computers as they are often called on for data entry and word processing.

Bus Driver

Sub Drivers operate school buses under all types of weather conditions, including but not limited to, fog, rain, hail, sleet, snow, and ice. These positions also may transport students and other authorized persons over regular "to and from school" routes, and on field, extracurricular, and special or extra activity trips as authorized by the school district officials.

Bus Aide

Under general supervision, will assist with the transportation needs of children. These positions perform a variety of functions related to the special needs of children being transported and do other related work such as assisting the driver with loading and unloading students, supervising students while riding district vehicles, and attending to any special needs that may occur while on the bus.

Nutrition Services

This position assists in preparing meals for the school breakfast /lunch program while following federal and state guidelines for the program.

Custodian

These positions clean and maintain buildings for the health and safety of students. Duties include emptying garbage, mopping and vacuuming floors, cleaning classrooms, restrooms, lunchroom other areas in the building, arranging workspaces as required, and other duties as assigned.

NOTICE OF STUDENT RIGHTS AND THE PROCESSES FOR HIB, DISCRIMINATION, AND SEXUAL HARASSMENT CLAIMS

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

(A) Physically harms a student or damages the student's property;
(B) Has the effect of substantially interfering with a student's education;
(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
(D) Has the effect of substantially disrupting the orderly operation of the school."

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report or complaint about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer (Vicki Leifer, vicki.leifer@wvsd.orgwho helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form. To find forms, navigate to www.wvsd.org. Click on "Family Resources", "Report a Concern", and "Bullying & Harassment".

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form, and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within

five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?

For the student named as the "targeted student" in a complaint:
If you disagree with the school district's decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they've assigned) to review the investigation. They will send you a written decision.

For the student named as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's *HIB Policy 3207 and Procedure 3207P*.

How do I make a HIB complaint against a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210, visit www.wvsd.org and click on "Our District" then "School Board" and finally "Policies and Procedures".

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205, visit www.wvsd.org and click on "Our District" then "School Board" and finally "Policies and Procedures".

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:
Civil Rights Coordinator: Sabre Dahl, Executive Director of Human Resources
2805 N Argonne Rd., Spokane Valley WA 99212
sabre.dahl@wvsd.org
509-924-2150

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Sabre Dahl, Executive Director of Human Resources
2805 N Argonne Rd., Spokane Valley WA 99212
sabre.dahl@wvsd.org
509-924-2150

Concerns about disability discrimination:
Section 504 Coordinator: Dan Andrews, Special Services Director
2805 N Argonne Rd., Spokane Valley WA 99212
dan.andrews@wvsd.org
509-922-5478

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Vicki Leifer, Assistant Superintendent
2805 N Argonne Rd., Spokane Valley WA 99212
vicki.leifer@wvsd.org
509-924-2150

To **submit a written complaint**, describe the behavior or incident that you believe may be discriminatory. Send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

What are the next steps if I disagree with the outcome?

If you disagree with the decision about your complaint, you may appeal the decision to the School Board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school district's Nondiscrimination Procedure 3210 and Sexual Harassment Procedure 3205.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210 and the HIB Procedure 3207 to fully address your concerns.

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.

- Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211, visit www.wvsd.org and click on "Our District" then "School Board" and finally "Policies and Procedures". If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Vicki Leifer
Assistant Superintendent
vicki.leifer@wvsd.org
509-924-2150

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the above information.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.
If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.
Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and community engagement and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

Policy and Procedures for All Substitutes

All employees including substitutes are required to comply with all district policies and procedures. Current policies can be found online at School Board www.wvsd.org , by following the links under Our District, School Board, then Policies and Procedures. Violations of district policies may result in disciplinary action.

Administering Medicine to Students

Substitutes are not to distribute or administer medication. Instead, students should be sent to the school health room in the office. Unauthorized administration of medicines to students can have serious legal consequences and any exceptions to this prohibition must be expressly authorized.

Appropriate Dress

Although freedom of expression applies to both students and staff, employees of the West Valley School District are expected to present themselves in a manner that is appropriate for a school and/or a workplace setting and does not disrupt the workplace or learning process or present health or safety risks. Recognizing that all employees reflect the standards of the District and that presenting a professional manner is part of the employee's responsibility, employees shall be expected to:

- Arrive to work clean, neat, and well-groomed.
- Avoid low-cut or revealing attire.
- Should be prepared for inclement weather.

New substitutes often ask, "What should I wear to work?" Remember, first impressions do make a difference. You have an opportunity to immediately communicate to the students and other staff that you take education seriously. Your choice of clothing should be both clean and comfortable and appropriate for the assignment. If you have doubts about your attire, it is probably best not to wear it.

Cell Phone Use

Cell phones should be off or silenced and should not be used while in the classroom, on the playground, or while involved in the supervision or instruction of students. If you have an emergency, please let the office know before using your cell phone during these times. Personal long-distance phone calls are not to be made using district phones. **To protect the privacy of students, the taking of photos or videos, without specific prior authorization, should be avoided.**

Code of Professional Conduct

We expect that all employees who are education practitioners will adhere to the WA Code of Professional Conduct as defined within WAC 181-87. Violation of the Code of Professional Conduct will be reported to the Office of Professional Practices and may be subject to disciplinary action.

Civility

The district believes that a safe and civil environment is essential and therefore is committed to providing high-quality and nurturing work and learning environments where all individuals are treated with respect and civility; conversely, uncivil conduct interferes with the productivity of the workplace and negatively impacts the learning environment for students. Employees must adhere to Board Policy 5117 addressing civility.

Compliance Training

Substitutes who work for our district are expected to complete a yearly training in a multitude of topics, including, but not limited to What Every Employee Must be Told, Harassment & Bullying Procedure, Child

Abuse, Bloodborne Pathogen Exposure Prevention & Network Acceptable Use Guidelines. This training will be provided through interactive online courses from Vector. It is considered part of the application process and must be completed to be rehired as a sub each year. This training may also be accessed at any time throughout the year as a reference.
This training is available online: https://westvalley-wa.safeschools.com/login.

Computer/Internet/Mobile Devices/Laptop Use

Use of personal computers, the internet, mobile devices, and laptops should be avoided while in direct supervision and instruction of students. Use of District computers, internet, mobile devices, and laptops should comply with district policy and procedures.

Contact Information

Please remember to keep your contact information (email address, home address, and phone number) current. Without this information, Red Rover cannot contact you.

Discrimination

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discrimination concerning race, creed, color, religion, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, or the presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability.

Early Dismissal

Students cannot be dismissed early from class without prior approval from the office. If a parent drops in to remove their child early, they must first go to the office to check the child out. Be aware of other classes in session. Do not dismiss your class early to roam the halls while other teachers are still conducting their classes. Do not allow students to go on errands outside the building.

Employment Status

When the substitute application is approved, all necessary forms are completed, satisfactory Criminal History Record and reference checks are returned and compliance training is complete, the candidate's name may be added to the substitute list. Completion of this process does not guarantee placement on the substitute list. Consideration for employment as a substitute employee is at the discretion of the district.

Fingerprint Requirement

All substitute employees are required to be fingerprinted before being eligible to work.

Harassment

Harassment, intimidation, bullying, or cyberbullying based on race, color, religion, ancestry, national origin, gender, sex, age, sexual orientation, or disability are prohibited. This prohibition applies to any act intended to harm another individual through physical or verbal actions, including written messages and those transmitted electronically. Harassment includes hostile environment, Quid Pro Quo sexual harassment, malicious harassment, harassment, intimidation, bullying, or cyberbullying.

Mandatory Reporting

Washington State Law (RCW.26.44.030) identifies professional school employees (all certificated staff, classified staff, coaches, limited defined employees, and substitutes) as mandated reporters who are required to report a concern regarding any suspected child abuse or neglect. School employees who have reasonable cause should report the incident to their immediate supervisor. "Reasonable cause" means a person witnesses, or received a credible written or oral report alleging abuse, including sexual contact or neglect of a child.

Personal Items

All employees are to follow the standard safety procedures set forth for the entire district and their specific department(s). Employees should contact their supervisor for specific information on any required Safety equipment requirements specific to their position.

Physical Force

The deliberate use of physical force to punish a student, cause pain, injury, or humiliation is prohibited, regardless of the severity of the student's behavior or the degree of provocation. Physical intervention by staff must only be used under emergency circumstances and only as documented within Board Policy 3241 and Board Procedure 3241.

Professional Staff/Student Boundaries

All employees are expected to maintain the highest professional, moral, and ethical standards in their interactions with students, as well as set examples for students by appropriate conduct and behavior. An inappropriate boundary invasion means an act, omission, or pattern of such behavior by an employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship. Please refer to Board Policy 5253 and Board Procedure 5253.

Retirement

Please refer to the DRS website at www.drs.wa.gov for specific information for determining if you are eligible to purchase Service Credits for your time working as a substitute as well as for information regarding returning to work as a substitute after retirement from a school district. See Appendix B for Substitute Fact Sheets from DRS.

Safety & Health

The school district places a high value on the health and safety of its employees. It is the responsibility of all employees to play an active role in creating a safe and healthy workplace and to comply with all applicable safety and health rules. All employees are expected to do everything reasonably necessary to protect the life and safety of all employees and students and should report any safety concerns to their supervisor or building administrator. Please refer to Board Policy 6511 and Board Procedure 6511 for more information

Tobacco Use

The use of tobacco products on school property, including all schools and school athletic facilities, parking lots and grounds, support facilities, and vehicles is strictly prohibited as per Board Policy 4215.

Weapons and Drugs

West Valley School District has a zero-tolerance policy regarding weapons and drugs on school grounds. If an individual is suspected to be in possession of a weapon or drugs, or suggests inflicting physical harm on another individual, or appears to be under the influence of drugs, notify the principal immediately. Please refer to Board Policy 4210 for more information.

Weather Closure

During adverse weather, the district's websites as well as local media stations will announce school closures or delayed starts. If schools are closed due to weather, you are released from your assignment that day. If schools are open on a late schedule, you are expected to go to your assignment as adjusted by any delay.

Workplace Injuries

In the event you are injured while at work, you may be eligible for workers' compensation. In the event of an injury, notify the office of exactly what happened, when it happened, and how it happened. It is also important to list any witnesses to the incident, and whether you were injured as a result of the incident. If you witness a work-related incident where another individual is injured and cannot notify the office, you should notify the office for him or her. In the case of injuries, you will need to complete an Employee Accident Form (**available in the school office**) and return it to the office as soon as possible within 24 hours. If seeking medical treatment for an injury that occurred while at work, you need to call ESD 101 at (509) 789-3516 to initiate a claim.

General Substitute Expectations

- Check in at the main office when you arrive.
- Please **arrive early** to review the provided sub information and familiarize yourself with the school. The front office Secretary should let you know if there's a planned schedule change for the day, an emergency drill, or a special assembly. **They will be your first point of contact for any questions that arise regarding your sub assignment**.
- Follow the daily plans provided.
- Follow all district policies and procedures as well as the West Valley School District Substitute Handbook.
- If you need to leave the building at any time during the day, notify the office before leaving and upon your return.
- Use appropriate language and professional behavior at all times. Avoid engaging in or encouraging discussions of inappropriate or non-school-related topics.
- Refrain from the use of cell phones for making or receiving calls or texting while students are present.
- Before you leave, make sure to check out with the office Secretary (return the keys, laptop, and/or any other information provided). Feel free to leave your contact information for future assignments.
- If you cannot fulfill a previously accepted job assignment, you are responsible for canceling the assignment as soon as possible by calling the school or the Sub Services to be removed from the assignment.
- ***Confidentiality is crucial. As you go from one school to another, be aware of confidentiality issues. Student record information may not be discussed with other students or anyone outside the District and should not be shared between buildings.***

Additional Information for Certificated Substitutes

Substitute Teacher Expectations

- Maintain daily attendance records.
- Sign Student health records daily.
- Manage the classroom - maintain discipline and the learning environment. Keep students under direct supervision at all times. Report any issues needing immediate attention to the office.
- Use materials provided by the teacher or other school personnel.
- Avoid engaging in or encouraging discussions of inappropriate or non-school-related topics.
- Prepare for the next day's assignment for the teacher. Leave the room in order.
- Write a note to the absentee before you go. Tell him/her what happened for the day in the lesson and during class. Include notations of any unusual behavior.
- Close any windows and lock the door.
- If you were issued a key, please return it to the office. *Certificated Substitutes who are given a room key at the start of their shift must keep the key with them at all times. Do not give students access to your key at any time.*
- Before you leave, go to the office and check out with the Secretary.

Assignment Schedules

Certificated Substitutes are employed by the half or full day. Substitutes are expected to work the full shift for the assignment, i.e. 6.5 hours for a full-day assignment including lunch, and 3.25 hours for a half-day assignment.

Certificated Long Term Assignments

Upon the 21st consecutive day in a single assignment, certificated substitutes are eligible for upgraded pay based on education and experience. This placement will retro to the beginning date of the assignment and will

run as long as there are no breaks in service within the single assignment. It is the substitute's responsibility to communicate with the school's front office when they have reached the 21st day of the long-term assignment.

Prep Periods

If you've been assigned a full or half-day shift but have free periods (prep periods), the school can ask you to help in another classroom or area during that time. This is not the time in which you can leave the school campus. Likewise, if the assignment starts on a full period, you are still expected to show up for the entire assignment.

Certificate Types and Assignment Policy

Substitute Teachers with residency, professional, endorsed initial, or endorsed continuing certificates may sub in any daily substitute assignment. Teachers with a permit for a certificate are subject to the assignment policy for that specific certificate.

Conditional and Conditional CTE: Teachers with conditional, conditional CTE, or transitional certificates may not substitute in out-of-endorsement areas.

The district may request additional endorsements for conditional certificates only through the OSPI certification office. If you hold a conditional certificate and are interested in subbing in multiple areas, please contact substitute services.

Emergency substitute: Individuals with emergency substitute certificates may only serve as substitutes if the district has exhausted or reasonably anticipates it will exhaust its list of qualified substitutes. Emergency substitute certificates do not hold an endorsement, and as such, the individual is neither in nor out of-endorsement.

Intern substitute: Individuals with an intern substitute certificate can serve as substitutes only in the absence of their cooperating teacher(s). They may serve only in the classroom(s) to which they have been assigned as a student teacher or intern. Intern substitute certificates do not hold an endorsement, and as such, the individual is neither in nor out of endorsement.

Substitute: The "lifetime" substitute certificate is not limited. Individuals with a substitute certificate may serve in any district in the state. Substitute certificates do not hold an endorsement, and as such, the individual is neither in nor out of endorsement.

Appendix A - Classroom Management Tips
The following classroom management tips provide an overview of some keys to ensuring a productive classroom.

Remember: Students are familiar with the discipline plans left by their teacher, so please follow those plans. It is also important for substitute teachers to establish their classroom expectations and consequences at the beginning of the day. Explain how you intend to manage the classroom throughout the period/day. Be firm, fair, and consistent.

Monitor your behavior: It is extremely important for the teacher not to lose his/her temper or control. Teachers should model appropriate behavior even under highly stressful situations. When teachers lose self-control, it becomes difficult to make proper decisions and to retain the respect of students, additionally, the teacher's behavior often becomes the focus of attention rather than the student's behavior. Treat all students with respect. Unless part of the lesson plan, avoid discussions that contain controversial topics.

Be Positive: Start each class by being positive and showing a sense of excitement. Greet students as they enter. Exhibiting enthusiasm and confidence will often set the tone for student behavior.

Praise when appropriate: Students, like adults, respond to positive reinforcement better than to sarcasm or the use of the negative. Praising desired behavior is much more effective than punishing undesired behavior. Preventive discipline is more effective than reactive discipline. A general guideline is "to correct privately and to praise publicly." Praise should always be genuine and never contrived.

Engage in Eye Contact: Direct eye contact and nonverbal communication are effective classroom management tools. Eye Contact serves as a reminder to students that you are aware of them and their actions.

Moderate Your Voice: Using different voice inflection in the classroom is appropriate when it has a legitimate educational purpose, However, avoid yelling (which is ineffective and abusive), and don't demean students.

Utilize Private Conferences: It is more powerful and appropriate to correct students one-on-one at every grade level. Students who are corrected in front of their peers often respond by acting out even more. Often the student who is being publicly disciplined will have their peer group rush to their support at the expense of the teacher.

Manage by Moving Around: Moving around the room can help keep all students engaged in the lesson. Additionally, it can discourage disruptive behavior that may occur at the back of the classroom if a teacher is always located at the front of the classroom

Learning & Behavior: There is a high correlation between the difficulty of assigned work and student behavior. If the assigned work is too difficult, students may become frustrated and begin to act out. If the assigned student work is too easy, students may easily become bored and also begin to act out. The teacher needs to constantly monitor student learning and check for student understanding. Assisting students who are having difficulty and adjusting the level of difficulty of the work will go a long way to ensure proper classroom management. Increasing the difficulty of the work or providing alternative learning assignments to students who have demonstrated mastery of the assignment will help to prevent boredom and classroom disruptions.

Occupy Student Time: Unoccupied and non-directed student time can often result in classroom management difficulties. Teachers should provide learning activities for students to begin working on during periods of unoccupied student time. Keeping students engaged will assist in classroom management.

Ignore Behaviors as a Management Strategy: Minor unacceptable student behaviors are often best dealt with by ignoring it so it is not reinforced by providing desired attention. When partnered with eye contact (which indicates to the student that the teacher is aware of the behavior), this technique usually results in the minor

unacceptable student behavior disappearing. If the undesired behavior persists, the teacher will need to use more direct disciplinary intervention strategies.

Listen Before You Discipline: It is important to listen carefully to students and to consider their points of view before disciplinary action is taken. Listening to students is particularly important when there is a situation where the teacher may not have all the information. The process of listening will not only assist the teacher in making proper decisions but will often result in a teachable moment for that student.

Be Approachable: Build good relationships with students and be honest. Don't be afraid to admit to a student that you do not know the answer to a question, but let them know you will find the answer. Building a good student/teacher relationship will increase your ability to manage the classroom.

Expect Excellence: Expect excellence from every student. Find ways to engage all students but be careful not to demand certain results or demean students who are struggling. Remember that each student is an individual, and each has their own unique set of strengths and weaknesses. The goal is to maximize strengths and minimize weaknesses.

Ask for Help When Appropriate: If things become too out of control, contact the office for additional assistance.

Appendix B: DRS Substitute Fact Sheets

SERS Plans 2 & 3

PLANS SERS 2&3

Classified Substitute's Guide

A classified substitute is an employee of a school district or educational service district (ESD) who is employed exclusively as a substitute for an absent employee or working in an ineligible position. As a classified substitute, your membership in the School Employees' Retirement System (SERS) is optional.

Your hours and earning are reported to the Department of Retirement Systems (DRS) by each employer you work for during the year, but contributions are not deducted from your paycheck. If you meet eligibility requirements and would like to receive SERS service credit, you must apply with DRS and pay the appropriate contributions by requesting a substitute bill. You may not purchase service credit for substitute time before July 27, 2003.

Use the chart below to find the requirements for obtaining service credit.

Membership requirements for obtaining service credit

Topics	New members	Established members
Membership requirement	To establish membership for the very first time as a new SERS member, you must work as a classified substitute for 70 or more hours per month for at least five months during a school year.	You're an established SERS member if you already earned service credit and paid contributions.
Plan Choice	You may choose between SERS Plan 2 and Plan 3 when you request your first substitute bill. To learn more about choosing a plan, read the *Plan Choice Booklet* at *www.drs.wa.gov*.	You're already a member of SERS Plan 2 or 3.
Transfer rights	As a new member you do not have transfer rights because once you make a plan choice, you remain in your chosen plan.	Established Plan 2 members may transfer to Plan 3 unless you chose Plan 2 under your choice rights. To learn more about choosing a plan, read the *Plan Choice Booklet* at *www.drs.wa.gov*. Established Plan 3 members remain in Plan 3.
Service Credit Application	Mail the following forms to DRS: • *Classified Substitute's Application for Service Credit.* • *Member Information Form (MIF) for Classified Substitutes.* Carefully consider your plan choice – it's permanent and you cannot change it.	Mail the following forms to DRS: • *Classified Substitute's Application for Service Credit.* • *Member Information Form (MIF) for Classified Substitutes.*
Application timing	You can apply for service credit beginning in September following the school year you worked.	You can apply for service credit beginning in September following the school year in which you worked.

When will I receive a bill?

Upon receipt of your application materials, DRS will determine the amount of service credit you are eligible to purchase and will send you a bill for the amount due. DRS will apply the service credit to your account once you pay your bill in full, and will bill your employer for the employer contributions due.

How do I pay my bill?

Payment must be made in a full lump sum. You may make direct payment with a personal check or cashier's check. In many cases it is also possible to transfer funds from another eligible retirement account to purchase service credit (please check with the administrator of your account). DRS is classified by the IRS as a 401(a) account. DRS cannot accept funds in excess of the cost to make your purchase.

DRS WASHINGTON STATE Department of Retirement Systems

WASHINGTON STATE DEPARTMENT OF RETIREMENT SYSTEMS

How much service credit is established when I pay my bill in full?

If this applies to you...	You earn this service credit...
You work 810 hours or more, begin working in September and work at least 9 months of the school year.	12 service credit months per school year.*
You work 630 - 809 hours, begin working in September and work at least 9 months of the school year.	6 service credit months (0.5 service credit for each month) per school year.*
You work at least 630 hours in at least 5 months within a 6-month period during the school year.	6 service credit months per school year beginning with the 2008/2009 school year.*
All other instances.	1.0 service credit month for each month you work 90 or more hours.
	0.5 service credit month for each month you work at least 70 but less than 90 hours.
	0.25 service credit month for each month you work less than 70 hours (but more than zero).

*A school year is September 1 through August 31. We will apply the method that provides you the most service credit.

Will I owe interest on my bill?

The interest-free period lasts through February immediately following the end of the school year you worked. If you wait to make payment until after the last day of February, you are then charged interest on both member and employer contributions for Plan 2, and employer contributions only for Plan 3.

Am I required to submit a quarterly report?

You are required to submit a quarterly report to DRS along with your application for service credit only under the following conditions:

- You work for a school district or educational service district (ESD) and are purchasing service credit for a period of time before the 2004-05 school year.
- You work for a higher education employer or for the School for the Deaf or School for the Blind.

What if I withdrew my SERS contributions?

If you were previously a member of SERS Plan 2 and withdrew your contributions, you can re-establish your membership. To re-establish membership in Plan 2 you must:

- Work as a classified substitute for five months for at least 70 or more hours per month during a school year;
- Complete the attached *Classified Substitute's Application for Service Credit* and purchase service credit for that year; and
- Pay the service credit bill in full.

If you are a Plan 3 member and withdrew your contributions, you may continue to apply for service credit in Plan 3 for substitute time you worked.

Contacting DRS

Website: *www.drs.wa.gov*

E-mail: *recep@drs.wa.gov*

Telephone: 1-800-547-6657

Local: 360-664-7000

TTY: 360-586-5450

Address: PO Box 48380
Olympia, WA 98504-8380

May 2010

Summary Description

The rules governing classified substitutes are contained in state retirement law. This publication is a summary, written in non-legal terms. It is not a complete description of the law. If there are any conflicts between what is written in this publication and what is contained in the law, the applicable law will govern.

Washington State

The Substitute Teacher's Guide to Obtaining Service Credit

TRS Plan 1

As a substitute teacher in one of Washington's public schools, you may qualify to participate in the Teachers' Retirement System (TRS). Membership in TRS is optional for substitutes.

HOW DO I ESTABLISH OR REESTABLISH MEMBERSHIP?

If you previously established membership in TRS Plan 1 and withdrew your contributions, you can reestablish Plan 1 membership. To do so you must:

- Work for the equivalent of 90 full-time days during a fiscal year; and
- Request and complete a *TRS Plan 1 Substitute Teacher's Application for Service Credit* and purchase service credit for that year (available on the Department of Retirement Systems (DRS) Web site at *www.drs.wa.gov.*

To learn more about TRS Plan 1, refer to the *TRS Plan 1 Member Handbook* available on the DRS Web site.

Note: If you have no previous membership in TRS, you will have the opportunity to choose between membership in TRS Plan 2 or Plan 3 when you purchase service credit for substitute teaching. Please ask your employer for a copy of the *TRS Plan 2 and 3 Substitute's Guide*.

WHAT IF I'M ALREADY A MEMBER?

If you are already a member of TRS Plan 1, complete the *TRS Plan 1 Substitute Teacher's Application for Service Credit* available on the DRS Web site.

WHAT IF I HAVE WITHDRAWN CONTRIBUTIONS?

If you have withdrawn contributions, you must meet the eligibility requirements described above and purchase service credit to reestablish membership. Once you have reestablished membership, you can recover service credit for any withdrawn periods. For more information, refer to the publication *Plan 1 Recovery of Withdrawn or Optional Service Credit* on the DRS Web site.

HOW DO I EARN SERVICE CREDIT?

For TRS Plan 1, the fiscal year is from July 1 through June 30. As a Plan 1 member you earn one full year of service credit if you receive compensation for the equivalent of 144 full-time days within the fiscal year. If you earn compensation for fewer than 144 days but at least 20 days in a fiscal year, you can earn a partial year of service credit based on the number of days you earned compensation divided by 180.

HOW DO I APPLY FOR SERVICE CREDIT?

Submit the following documents to DRS at the address indicated on the application form:

- A completed *TRS Plan 1 Substitute Teacher's Application for Service Credit*, and
- A copy of any quarterly reports as required. (See page 2.)

DRS
WASHINGTON STATE
Department of
Retirement Systems

WHEN DO I APPLY FOR SERVICE CREDIT?

You can apply for service credit beginning July 1 following the fiscal year in which service was rendered.

WHEN WILL I RECEIVE A BILL?

Upon receipt of your application materials, DRS will determine the amount of service credit you are eligible to purchase and will send you a bill for the amount due. DRS will apply the service credit to your account once you pay your bill in full, and will bill your employer for the employer contributions due.

HOW DO I PAY FOR SERVICE CREDIT?

Payment must be made in full in a lump sum payment. DRS accepts rollover funds directly from an eligible retirement account or IRA. For rollover information, contact DRS

Interest Free Deadline: You have up to six months to make payment before interest is applied. If payment is made before the end of December immediately following the fiscal year in which the service was rendered, you pay only your contributions. If payment is made after the last day of December, you will be charged interest on both member and employer contributions.

AM I REQUIRED TO SUBMIT A QUARTERLY REPORT?

You are required to submit a quarterly report to DRS along with your application for service credit only under certain conditions. You are required to submit a quarterly report to DRS if:

- You work for a school district or educational service district (ESD) and are purchasing service credit for a period of time prior to the 2004-05 fiscal year.
- You work for a higher education employer or for the School for the Deaf or School for the Blind.

You are **not** required to submit a quarterly report if:

- You work for a school district or ESD and are purchasing service credit for the 2004-05 fiscal year or any fiscal year thereafter.
- Your employer begins reporting substitute hours to DRS through automated means. (You will still be required to submit quarterly reports if you are purchasing service for a period of time prior to when the employer began automated reporting.)

WHAT MUST BE INCLUDED ON THE QUARTERLY REPORT?

DRS only accepts quarterly reports issued by your employer(s). Many districts issue the report on a monthly basis so it is important to maintain a copy of your reports as you may need to include them with your application for service credit.

Each quarterly report must include:

- Your name, your Social Security number and your employer's name; and
- The fiscal year in which you worked; and
- The number of days you worked each month, totaled by month; and
- The amount of compensation you earned each month, totaled by month; and
- The signature of the payroll officer or person authorized to verify the report.

If you were employed by more than one school district or ESD during the fiscal year, be sure to submit all quarterly reports with your application to DRS.

MORE INFORMATION?

If you have questions regarding your service credit, write to DRS at PO Box 48380, Olympia, WA 98504-8380.

Telephone
1-800-547-6657 (toll-free)
(360) 664-7000 (Olympia area)

E-Mail
recep@drs.wa.gov

DRS Web site
www.drs.wa.gov

TRS publications are available on the DRS Web site.

PLANS TRS 2&3

Substitute's Guide

As a substitute teacher in one of Washington's public schools, your membership in the Teachers' Retirement System (TRS) is optional.

Your hours and earnings are reported to the Department of Retirement Systems (DRS) by each employer you work for during the year, but contributions are not deducted from your paycheck. If you meet eligibility requirements and would like to receive TRS service credit, you must apply with DRS and pay the appropriate contributions by requesting a substitute bill.

Use the chart below to find the requirements for obtaining service credit.

Membership requirements for obtaining service credit

Topics	New members	Established members
Membership requirement	To establish membership for the very first time as a new TRS member, you must work as a substitute teacher for 70 or more hours per month for at least five months during a school year. A school year is September 1 through August 31.	You're an established TRS member if you already earned service credit and paid contributions.
Plan Choice	You may choose between TRS Plan 2 and Plan 3 when you request your first substitute bill. To learn more about choosing a plan, read the *Plan Choice Booklet* at *www.drs.wa.gov.*	You're already a member of TRS Plan 2 or Plan 3.
Transfer rights	As a new member you do not have transfer rights because once you make a plan choice, you remain in your chosen plan.	Established Plan 2 members may transfer to Plan 3 unless you chose Plan 2 under your choice rights. To learn more about choosing a plan, read the *Plan Choice Booklet* at *www.drs.wa.gov.* Established Plan 3 members remain in Plan 3.
Service Credit Application	Mail the following forms to DRS: • *Substitute Teacher's Application for Service Credit.* • *A Member Information Form (MIF) for Substitute Teachers.* Carefully consider your choice – it's permanent and you cannot change it.	Mail the following forms to DRS: • *Substitute Teacher's Application for Service Credit.* • *Member Information Form (MIF) for Substitute Teachers.*
Application timing	You can apply for service credit beginning in September following the school year you worked.	You can apply for service credit beginning in September following the school year you worked.

When will I receive a bill?

Upon receipt of your application materials, DRS will determine the amount of service credit you are eligible to purchase and will send you a bill for the amount due. DRS will apply the service credit to your account once you pay your bill in full, and will bill your employer for the employer contributions due.

How do I pay my bill?

Payment must be made in a full lump sum. You may make direct payment with a personal check or cashier's check. In many cases it is also possible to transfer funds from another eligible retirement account to purchase service credit (please check with the administrator of your account). DRS is classified by the IRS as a 401(a) account. DRS cannot accept funds in excess of the cost to make your purchase.

DRS WASHINGTON STATE Department of Retirement Systems

WASHINGTON STATE DEPARTMENT OF RETIREMENT SYSTEMS

How much service credit is established when I pay my bill in full?

If this applies to you...	You earn this service credit...
You work 810 hours or more, begin working in September and work at least 9 months of the school year.	12 service credit months per school year.
You work 630 - 809 hours, begin working in September and work at least 9 months of the school year.	6 service credit months (0.5 service credit for each month) per school year.
You work at least 630 hours in at least 5 months within a 6-month period during the school year.	6 service credit months per school year beginning with the 2008/2009 school year.
All other instances.	1.0 service credit month for each month you work 90 or more hours.
	0.5 service credit month for each month you work at least 70 but less than 90 hours.
	0.25 service credit month for each month you work less than 70 hours (but more than zero).

We will apply the method that provides you the most service credit.

Will I owe interest on my bill?

The interest-free period lasts through February immediately following the end of the school year you worked. If you wait to make payment until after the last day of February, you are then charged interest on both member and employer contributions for Plan 2, and employer contributions only for Plan 3.

Am I required to submit a quarterly report?

You are required to submit a quarterly report to DRS along with your application for service credit only under the following conditions:

- You work for a school district or educational service district (ESD) and are purchasing service credit for a period of time before the 2004-05 school year.
- You work for a higher education employer or for the School for the Deaf or School for the Blind.

Quarterly reports need to provide a month-by-month breakdown of the exact hours you worked and compensation you earned in each month. The report must be signed by your employer.

What if I withdrew my TRS contributions?

If you were previously a member of TRS Plan 2 and withdrew your contributions, you can re-establish your membership.

- To re-establish membership in Plan 2 you must:
  - Work as a substitute teacher for five months for at least 70 or more hours per month during a school year;
  - Complete the attached *Substitute Teacher's Application for Service Credit* and purchase service credit for that year; and
  - Pay the service credit bill in full.

If you are a Plan 3 member and withdrew your contributions, you may continue to apply for service credit in Plan 3 for substitute time you worked.

Contacting DRS

Web site: *www.drs.wa.gov*

E-mail: *recep@drs.wa.gov*

Telephone: 1-800-547-6657

Local: 360-664-7000

TTY: 360-586-5450

Address: PO Box 48380
Olympia, WA 98504-8380

June 2010

Summary Description

The rules governing classified substitutes are contained in state retirement law. This publication is a summary, written in non-legal terms. It is not a complete description of the law. If there are any conflicts between what is written in this publication and what is contained in the law, the applicable law will govern.