

Reference Guide

WENATCHEE
SCHOOL DISTRICT



WENATCHEE SCHOOL DISTRICT NO. 246
235 Sunset Avenue
Wenatchee, WA 98801
663-8161

Substitute Handbook

This Reference guide replaces all previous versions
August 2, 2023

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Dear Guest Teacher and Classified Substitutes,

We are pleased that you have agreed to be a part of the Wenatchee School District. You will be providing a vital service for the staff and students in this district.

The Wenatchee School District is committed and designed to provide a comprehensive instructional program from kindergarten through the completion of high school. Student learning is accomplished through a quality educational system by dedicated, caring staff working in partnership with students, parents, and the community.

Our mission is to:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist students to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners

Our District has seven elementary schools, three middle schools, an alternative high school, a 4A high school, and a skills center. We have approximately 7,800 students and 540 teachers.

This handbook is a compilation of information to assist you. It contains important data that we hope you will find useful. Key names and addresses are included for you as well as some tips and hints for a successful experience.

It is our hope that your year is outstanding and that you will find your experiences in the Wenatchee School District positive. If we can be of further assistance to you, please contact the Human Resource Department

Sincerely,

Kelly Lopez
Executive Director of Human Resources
Wenatchee School District #246

School Calendar

July - 2023					0	2023 - 2024					January - 2024					20
M	T	W	T	F		M	T	W	T	F	M	T	W	T	F	
3	4	5	6	7		1	2	3	4	5	1	2	3	4	5	1- New Years Day
10	11	12	13	14		8	9	10	11	12	15	16	17	18	19	15 - Martin Luther King Day (No School)
17	18	19	20	21		22	23	24	25	26	29	30	31			29- Non-Contracted Day (No School) - Records
24	25	26	27	28												
August - 2023					3	February - 2024					19					
M	T	W	T	F		M	T	W	T	F						
	1	2	3	4	22- Principal Day					1	2					
7	8	9	10	11	23- Principal Day	5	6	7	8	9						
14	15	16	17	18	24- District Days	12	13	14	15	16	16-PLC Team Directed					
21	22	23	24	25		19	20	21	22	23	19 - Presidents Day (No School)					
28	29	30	31		29 - First Day of School	26	27	28	29							
September - 2023					20	March - 2024					20					
M	T	W	T	F		M	T	W	T	F						
				1						1						
4	5	6	7	8	4 - Labor Day (No School)	4	5	6	7	8						
11	12	13	14	15		11	12	13	14	15	18 - Spring Parent/Teacher Conferences (K-12 No School)					
18	19	20	21	22		18	19	20	21	22	19- PD Day (No School)- Principal/District Directed					
25	26	27	28	29		25	26	27	28	29						
October - 2023					21	April - 2024					17					
M	T	W	T	F		M	T	W	T	F						
2	3	4	5	6		1	2	3	4	5	1-5- Spring Break (No School)					
9	10	11	12	13	13- PD Day (No School)- Principal/District	8	9	10	11	12						
16	17	18	19	20		15	16	17	18	19						
23	24	25	26	27		22	23	24	25	26						
30	31				30-1 - Fall Parent/Teacher Conferences (K-12 No School)	29	30									
November - 2023					18	May - 2024					21					
M	T	W	T	F		M	T	W	T	F						
		1	2	3				1	2	3	3 - Non-Contracted Day (No School) Snow day make up- If needed					
6	7	8	9	10	10- Veteran's Day Observed (No School)	6	7	8	9	10						
13	14	15	16	17		13	14	15	16	17						
20	21	22	23	24	22-24 Thanksgiving Holiday (No School)	20	21	22	23	24						
27	28	29	30			27	28	29	30	31	27 - Memorial Day (No School)					
December - 2023					11	June - 2024					10					
M	T	W	T	F		M	T	W	T	F						
				1		3	4	5	6	7						
4	5	6	7	8		10	11	12	13	14	14 - Last Day of School - Students dismissed 3 hours early					
11	12	13	14	15		17	18	19	20	21	17-18 Make up days if needed					
18	19	20	21	22	Winter Break (No School)	24	25	26	27	28						
25	26	27	28	29							19- Juneteenth					
Significant Dates					Elementary Grading Period											
March 11-15					Classified Employees Week					August 29- November 28					First Trimester	(60 days)
May 6-10					Teacher Appreciation Week					November 29- March 12					Second Trimester	(60 days)
September-November					WaKIDS inventory of Skills for Kindergarten					March 13 - June 14					Third Trimester	(60 days)
October-November					WA-AIM Retake Exam for Select HS Students					August 29- November 1					First Quarter	(45 days)
December- March					WA-AIM Annual Exam for Select Students					November 2 - January 26					Second Quarter	(47 days)
February -March					WIDA Annual Exam for Multi-language Learners					August 29 - January 26					First Semester	(91 days)
March-June					Smarter Balance Math & ELA Exam					January 30 - March 29					Third Quarter	(41 days)
April-June					WCAS Science Exam for Grades 5, 8, 11					April 8 - June 14					Fourth Quarter	(48 days)
March- June					Kindergarten Registration					January 30 - June 14					Second Semester	(89 days)
TBD					WHS Graduation					Parent Teacher Conference Schedule					Fall Conferences: Monday- Wednesday, flexible times available	
TBD					WSHS Graduation										Spring Conferences: Monday, flexible times available	
															School Board Approved: March 22, 2022	
															Revised: April 25, 2023	

Guest Teacher (Certificated) Payroll Information

Rate of Pay

- Full Day \$150
- Half Day \$75

If a guest teacher works for different teachers in the same building for a full day, the guest teacher is paid at the full-day rate of \$150. If a guest teacher replaces a teacher whose schedule is in several buildings, the guest teacher is paid at the full-day rate of \$150. If a guest teacher works at two different buildings, on the same day, the guest teacher is paid at two half-day rates of \$75.00 each.

When guest teachers perform work outside the classroom, in a non-teaching capacity, hours are time sheeted and paid at the timesheet rate per hour. Examples of this would be helping with testing in the buildings or district office.

Leave Replacements

A **long-term leave replacement** sub is a guest teacher who is assigned to replace a regular teacher for at least 20 continuous work days but less than 90 workdays.

If a guest teacher replaces a regular teacher for twenty (20) continuous days in the same assignment, the guest teacher will be paid in accordance with his/her placement on the salary schedule (per diem rate) beginning the 21st day for as long as the guest teacher continues in that exact position without a break. The per diem rate will be prorated to the 1st day of the assignment. Guest teachers will need to provide their official transcripts and complete a verification of prior employment form to receive their per diem rate or they will be placed on step (1) one of the salary schedules.

When the District has prior knowledge that a regular teacher will be absent for at least 21 continuous days, but less than 90 continuous work days the District will pay the guest teacher their per diem rate beginning day (1) one of the assignments.

Long-term leave replacements may be eligible to receive (2) two days' additional time worked outside the regular teaching schedule. The (2) two additional days must be pre approved by the building administrator and submitted on a timesheet at their per diem rate.

Guest teachers will not be awarded or accrue any negotiated benefits unless they have signed a contract (Certificated, Provisional, or Non-Continuing) of employment with the Wenatchee School District. Guest teachers are employed at will.

A **non-continuing leave replacement** is a guest teacher who is assigned to replace a regular teacher for 90 or more continuous days

When the District has prior knowledge that a regular teacher will be absent for ninety (90) or more continuous days, a guest teacher will be issued a non-continuing contract. The guest teacher will be paid in accordance with his/her placement on the salary schedule. The guest teacher will need to provide the District with official transcripts and complete a verification of prior employment form or they will be placed on step (1) one of the salary schedules. Non-Continuing guest teachers are eligible for fringe benefits and prorated days of sick, emergency and personal leave.

Prep Time

Guest teacher assignments do not include activities for which a prep time is necessary. They are expected to be available during the regular teacher's professional preparation period (prep period) and may be asked to cover other classrooms. Guest teachers are required to complete the full assignment and remain in the building during prep times, even when the prep falls at the beginning or end of the assignment. At the discretion of the District and with approval from the administrator, when a prep time is necessary, and the guest teacher has been asked to cover an additional class, the guest teacher may be compensated on a timesheet at the timesheet rate for the loss of the prep time. ***Do not schedule doctor's appointments or leave the building even if the prep time is at the beginning or ending of the scheduled assignment.***

Canceled Assignments

If a guest teacher or classified substitute reports for an assignment and has not been notified of the jobs cancellation via phone contact 30 minutes prior to the assignment start time, then they can either accept another assignment for that day or opt to go home unpaid.

Classified Substitute Payroll Information

Rate of Pay

Rate of Pay

Below are the rates of pay classified substitutes receive for the positions listed as of the date of this handbook. Contract changes may change rates per hour. Should this occur all substitutes would be paid the Step 1 rate for the work being performed using any updated salary schedule rates.

Paraeducator

Para Ed- \$18.80

Special Education Para- \$20.06

Secretary /Receptionist

Assist. Secretary/Child & Family Advocate - \$20.61

Elementary/ High School/Middle School Secretary - \$21.65

Director's Secretary - \$22.16

Office Manager- \$24.83

Nutrition Service

Nutrition Service Associate I - \$18.28

Nutrition Service Associate II - \$20.95

Food Service Driver \$21.04

Custodial

Utility Custodian \$20.69

Bus Driver \$24.96

Canceled Assignments

If classified substitute reports for an assignment and has not been notified of the jobs cancellation via phone contact 30 minutes prior to the assignment start time, then they can either accept another assignment for that day or opt to go home unpaid.

Payroll Information (all substitutes)

Payday

Payment for service is by direct deposit and is paid on the last banking day of each month. The pay period is from the first day to the last day of each month and will be paid a month after services are rendered. Example: hours worked in May will be paid on the last banking day in June. Guest teachers and classified substitutes will be paid based on Red Rover Absence Management System (formerly AESOP/Frontline) records and the school sign in sheets. Any questions that might arise in connection with compensation should be directed to the Payroll Department.

Direct Deposit Program

Everyone is required to use the district's direct deposit program where checks are automatically deposited into each person's bank account. Any changes to withholding or bank accounts must be in payroll before the 10th of each month to be effective on the next pay day. All employees must complete an Authorization Agreement for Automatic Deposits form and return it to the Payroll Department at the District Office. For more information contact the Payroll Department at 509-663-8161. [*The first \(1st\) paycheck with the school district will be held for pick up at 235 Sunset Ave Wenatchee WA 98801.*](#)

Unemployment Compensation

Certificated and Classified substitutes are ineligible for unemployment compensation provided they are given assurance of continuing employment in the same or similar position for the following school term. As a regular practice, the Wenatchee School District gives such written assurance for the following year, prior to the last day of school of the current year.

Per RCW 50.44.050, "Benefits shall not be paid based on any services..." during "customary non-work periods" that "include: 1) The period between two successive academic years; 2) The period between two successive academic terms within an academic year; 3) A similar period between two regular, but not successive terms within an academic year; or 4) An established and customary vacation period or holiday recess."

Responsibilities and Expectations

As a member of the substitute staff, guest teachers and classified substitutes are vital parts of our school system.

Substitutes have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties. They must:

- Maintain the established routines and procedures of the assigned school and classroom.
- Follow all policies, rules and procedures to which all employees are subject.
- Any questions about the assignment should be reviewed with the teacher or secretary.
- Verify with the school secretary whether the assignment will or will not need to be filled on the following day.

All substitutes will be held to the same professional conduct codes as a regular staff.

Appearance

Dress for success and to impress, every day!

Dressing for success will allow you to gain the respect needed to set a positive example for students. It is important to remember that students are very good at modeling the behavior they observe in adults. Failure to dress appropriately may also impact the way an administrator, teacher, other staff, and/or students perceive you.

Dressing for success has three main effects in a classroom and will assist you to:

1. Maintain respect
2. Establish credibility
3. Establish yourself as an authority figure

Dress Guidelines:

- Jeans may be worn if clean and in great condition (free of holes)
- Midriff tops and tops exposing too much cleavage should not be worn
- Most buildings are “Fragrance Free” - Perfume should be used sparingly

NOTE: If participating in a field trip, supervising students on the playground or teaching physical education, casual dress is appropriate: jeans, shirt/sweater and tennis shoes. Clothing must be appropriate for conditions.

Clothing should NOT display a logo or reference any type of drug, tobacco and/or alcohol product.

Buildings Processes Vary

Routines and procedures will vary from site to site, so please ask questions. Remember, you are here to serve and assist. This job is not a personal podium for expounding opinions or beliefs to a captive audience. Remember, students WILL report unacceptable behavior. Occasionally, it may be determined that an individual is not acceptable for our substitute program and will be removed from the substitute list.

Starting the Day

- **There are no “late start Mondays” for teachers, subs must report for a whole or half day based on the teacher’s normal schedule and the times entered in the Red Rover Absence Management System (formerly AESOP/Frontline).**
- Arrive on time per the time listed in Red Rover Absence Management System (formerly AESOP/Frontline). ***The time listed in Red Rover Absence Management System (formerly AESOP/Frontline) is not the school start and stop time, it is the assignment start and stop time.*** School start times are listed later in this booklet. Those times are approximate and vary by building, please use them as a guideline only.
- **If you receive short notice of an assignment**, it may be difficult to arrive by the time indicated in Red Rover Absence Management System (formerly AESOP/Frontline). This is understood and accepted as unavoidable. *Call the school to let them know what time you will arrive.*
- **If you accept an assignment after the start time listed in Red Rover Absence Management System (formerly AESOP/Frontline)**, contact the office at the school to see if a substitute is still needed for that position before going to the school. They may have filled the position by shuffling people within the building
- **Once you arrive at the building**, sign the sign-in sheet and check the regular teacher’s mailbox (for guest teachers) before reporting to the teaching station. Classified substitutes should inform the person at the front desk that you are there to substitute and state the name of the absent employee. Sign the necessary form and check the absent employee’s schedule. At the end of the work period classified substitutes should report back to the office and sign out to insure proper payment for work hours. If the school secretary does not apprise you of an unusual school schedule change such as fire drills, altered class schedules, or activity days, be sure to ask if they are planned.
- **After checking in at the office (classified substitutes)**, report to the workstation and introduce yourself to the teacher or person in charge. Let them know you are there to substitute and state the name of the absent employee. The teacher or person in charge will then give you instructions.

Adverse Weather

In the event of snow or other adverse weather conditions, listen to a local radio or television station or look on the district webpage or facebook page to find out if schools are in operation or on a late arrival schedule. If you are scheduled to work at a school that has been closed, do not report for your scheduled

placement. You will not be paid for this day. If school is running two (2) hours late, please arrive as soon as safely possible.

Check Lesson Plans or Instructional Notes from Employee

Lesson plans are usually found in the regular teacher's classroom, online in Red Rover Absence Management System or in the school office. Classified employees will also leave instructional notes regarding specific tasks, daily routines or if in Special Ed, notes about a student's individual requirements. For location of classified employees notes, check with the teacher or office. Make sure to check whether your day includes any special supervision such as lunchroom, recess, etc. **Regular teachers expect guest teachers to follow their lesson plans closely and leave detailed notes.** Additional time has been added to the guest teacher's assignment start time to allow time to review lesson plans.

If No Lesson Plans or Notes are Available

Since it can be difficult to anticipate illness, there will be times when no lesson plans or notes will be left. Every school in the Wenatchee School District has a library and a staff member who oversees audio-visual materials and resources. Guest teachers can ask the secretary whom to contact in these resource areas. Additionally, sometimes the proposed material may be too difficult for a guest teacher to cover adequately without preparation.

- Try to maintain a continuity of lessons by referring to the last completed day in the daybook, if available, and then do a reasonable follow-up to the previous lesson.
- If it is necessary to phone the regular teacher, obtain permission from the principal.
- Younger students are often upset by a departure from regular routines; let them know that some things will be done differently that day. Ask for their cooperation.
- Talk to your teacher's cohorts in the classrooms around your location.
- For classified substitutes talk to the classroom teacher regarding expectations for the day.

Leave Detailed Notes for the Teacher – Guest Teachers

Regular teachers want to know how the day went. Make a list of the work accomplished particularly about the lesson plans left by the regular teacher. Leave a brief written comment on each class or subject if you are not returning the next day. Also, note any unclear directions, noteworthy accomplishments of good behavior or discipline problems, names of students leaving the classroom at unscheduled times and reasons, and unscheduled assemblies or drills. It is also helpful if you leave a name and phone number in the event the regular teacher desires a follow-up call. Additional time has been added to the assignment end time to allow time to write notes. A form for notes is included at the end of this booklet for use as a guide for writing notes.

Leave the room neat and clean

The care of the room is the guest teacher's responsibility, or for the classified substitute, assisting in cleaning up may be required. Chairs should be in their proper places, paper picked up and windows closed. This is not, however, to suggest that guest teachers or paraeducators are expected to do the picking up; the guest teacher should see that the students do this.

Supervision of Students

Guest teachers and classified substitutes are responsible for adequately supervising students and maintaining a safe learning environment. Do not release a student from class without specific authorization from the school office. If you have problems with student(s) leave notes for the teacher with details on the issue and any resolutions. As a guest teacher you will not have the securities to access student records and the teacher will not have left passwords for you, this is normal and necessary due to confidentiality laws. Do not leave a teaching assignment early or arrive late, as this could leave students without supervision.

Dependability

Attendance and punctuality convey how seriously you take your job even in a temporary position such as a guest teacher or classified substitute has. When accepting an assignment remember that the assigned classroom teacher and the students you work with count on the guest teacher or classified substitute being at work and on time every day that was agreed to work. If an assignment cancellation is needed, give as much notice as possible. We understand that situations occur that create last minute cancellations. *Should this occur, log into Red Rover Absence Management System (formerly AESOP/Frontline) and remove your name immediately and contact the building office so they know and have time to attempt to fill the opening.*

Maintain Confidentiality and Professional Behavior

Guest teachers and classified substitutes have an ethical and legal responsibility in regard to confidentiality. Personal information about students, staff, parents, and self must be kept confidential. Do not share personal information about yourself or solicit personal information from students. Never have a student run errands of a personal nature.

All guest teachers and classified substitutes should conduct themselves in a professional manner at all times in interactions with staff and students. Staff language and behavior provides a model for student conduct. It is not appropriate to use language that is demeaning or disrespectful as a means of correcting behavior, or in response to student behavior, or as humor. Further, it is never appropriate to use profanity at school. It is detrimental to speak negatively of students, other teachers, parents or about the class or school. The result is often that the guest teacher develops a negative reputation and is not invited back. Discuss any problems or concerns with the building principal or the Human Resources office.

Guest teacher and Classified Substitutes/Student Relationship

Guest teachers and classified substitutes should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitutes should establish a position of authority with the students; they may “be friendly” without “befriending” the students. Guest teachers or classified substitutes should not search students’ personal belongings. Yelling at students, calling student’s derogatory names, and using insults or other threatening verbal attacks is not acceptable practice.

Cell Phone Use, Texting and watching videos on cell phones

Texting and cell phone use, including watching Netflix, YouTube, etc., is to be done on the guest teacher or classified substitutes own time and not during scheduled work time. Cell phones can become a distraction and should not be turned on or used during work time unless arranged by the assigned classroom teacher or building administrator.

Personal Boundaries

Recognizing appropriate boundaries is an integral part of your assignment. Guest teachers and classified substitutes are not to share personal information with students, which would include: individuals' life experience with drugs, alcohol, and/or any other behaviors that would be deemed inappropriate for students. Additionally, guest teachers and classified substitutes may not sell students items, nor borrow items from students. Substitutes are also discouraged from giving out personal contact information to students. Remember, you are the professional and must model appropriate behavior for our students.

Discipline- Behavior Management Programs (PBIS)

The District uses Positive Behavior Intervention and Supports (PBIS) as a behavior modification program. The general guidelines for this program are located later in this handbook.

Safe Student Interactions/Boundaries

Positive interaction between students and staff members, including substitutes is a hallmark of a safe and effective school. Staff members and substitutes closely involved with students must understand the difference between appropriate and inappropriate interactions. Staff members and substitutes must engage in appropriate interactions with students at all times and be aware of avoiding interactions which could appear inappropriate. Appropriate interactions are those that create a safe environment in which students may grow, learn, seek help in solving problems and conflicts, and develop social skills.

Facebook, Instagram, Snap-Chat, Twitter, email, etc.:

- Never “friend” students on social networking sites.

- If you choose to “friend” former students, they should be over 18 and graduated out of the school system.
- Think about what you post on your site -- would you want students to have this information?
- Same thing goes for posting a photo -- would you want it circulating around a classroom?
- Avoid giving your personal email address out to students.
- Keep email communications brief and related only to school issues. Print out copies and save for the permanent teacher’s documentation.
- Communicate with the idea that whatever you write should be able to be read by the students’ parents and the school administrator.
- Do not text students.
- If a student sends you an inappropriate text or email, notify the administrator right away.

Interacting with Students:

- Touch only “safe” areas, such as shoulders, arms, and upper back.
- NEVER touch a student while disciplining or redirecting him/her.
- Touch all students, male and female, in the same manner.
- Keep touching very brief, such as a pat on the back.
- Avoid initiating hugs with students.
- Keep hugs quick, and if possible, make them a side hug.
- Be sensitive to students who react negatively to being touched.

Verbal Communications:

- Be sure to talk to all students in the same manner.
- Avoid comments that might be interpreted by others as being sexist or sexual in nature.
- Avoid using sarcasm. It can be easily misinterpreted.
- Avoid “good-natured” joking that could be taken the wrong way.
- Compliment students on school-related performance rather than on physical characteristics (such as outfits or hairstyles).

In the Classroom:

- Try not to be alone with a student.
- If this is unavoidable, make sure your door is open and you’re visible to others walking by.
- If you’re in a portable and have to be alone with a student, tell another staff member and ask them to drop by unannounced.
- Keep windows, especially in your door, free from obstructions so other staff members have a clear view of your classroom from outside in the hallway.
- Be aware of spending unequal amounts of time with individual students.
- Treat all students in the same manner.

Outside of School:

- Never invite students to non-school sponsored events.
- If a student invites you to an event, make sure their parents will be there before you accept.
- If you run into a student outside of school, keep any conversation brief.
- Avoid having students or former students babysit for you.
- If you do private tutoring, make sure a parent or other adult is around.
- Never transport a student alone in your vehicle unless it's an absolute emergency.
- Always make sure you have other adults with you when you're with students outside of school.

Suggestions for Classroom Management

The following suggestions may help you maintain good class routines, provide for an efficient learning situation and establish mutual respect with the teachers and students.

- **REMEMBER:** It is important for you to establish classroom expectations and consequences at the beginning of the day. It is essential for Guest teachers to be perceived by students as confident, as being in charge, and as being fair.
- **Begin on time:** Do not give the class time to develop restlessness and disinterest. Get the students involved.
- **Introduce yourself:** Explain why you are there and that class will be conducted as usual according to the regular teacher's instructions. Write your name on the board.
- **Make clear presentations:** What students gain from a lesson will depend to a large extent on how well you present it.
- **Provide for student involvement:** Students should have an active part in a good lesson. Provide for student involvement in such things as discussion, planning, questioning and decision-making. Be sure that directions are clear, and supervision is provided.
- **Leave time:** especially at the secondary level when classes change each period. Leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group.
- **Be patient:** It is natural for a class to test a guest teacher. You represent a change for them. Patience, understanding, firmness and respect will diminish distrust.
- **Expect good behavior:** Children tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.
- **Be fair and consistent:** Your success in classroom control will depend to a great extent on your degree of fairness and consistent treatment. Children must know what is expected of them and what to expect of you. Uncertainty breeds misbehavior.
- **Be ready:** Materials and plans for the day are a must. This is another reason for getting in early and ensuring that you know what you want the class to be doing during the day.
- **Use common sense:** This is the prime suggestion of all. All rules, regulations, guides and directives in the world are no substitute for common sense.

- Keep your sense of humor.
- Do not hesitate to ask for assistance from the principal, department chairperson or other teachers.

Additional Classroom Management Tips

The “I understand” Technique

There are two words that can stop most protests from any student and let you take control of the situation. “I understand”: Two simple words that no one can argue with.

- If a student says, “But that’s not fair!” you can say, “I understand, however, that’s the way it is.”
- If a student says, “I hate you!” you can say, “I understand, however, I am the teacher today and you are expected to follow my directions.”
- If a student says “This assignment is stupid,” you can say, “I understand, nevertheless you will need to have it completed for class tomorrow.”

These tips are courtesy of the Substitute Teaching Institute at Utah State University. Additional tips are available by visiting their website at <http://subed.usu.edu>.

Positive Behavior Interventions and Supports (PBIS)

Basic Guidelines

- When possible, build upon existing relationships with students by privately discussing causes and solutions to repeated misbehavior.
- Provide specific and brief corrections, e.g., stating expected behavior for academic and social errors.
- Provide verbal signals when a student's behavior is not appropriate; ask student/s to state and show expected behavior.
- Use teach, reteach as needed to help students make good decisions; show respect and solve problems.
- Respond to rule violating behavior in a calm, emotionally objective and professional manner while speaking to students with dignity and respect.
- Use different reinforcement strategies to address behaviors that violate classroom rules, considering situational context and needs of individual students.
- Begin with the least restrictive procedure to discourage rule violating behavior - nonverbal signals, e.g. eye contact, proximity, shaking head, moving to verbal corrections; then proceeding to more restrictive procedures as needed.

Tips for Success

- It is important to familiarize yourself with any unusual changes in school schedules such as fire drills, altered class schedules, or activity days. If the school secretary does not inform you of an unusual school schedule change, be sure to ask
- Be sensitive to differences. Be aware of different religious and ethnic backgrounds in the student population and be sensitive that certain holidays might include songs, stories, or artwork that could prove uncomfortable to some students.
- In a disciplinary situation try not to get angry; carry out your actions in a neutral manner. If a discipline problem arises which you are unable to manage, do not hesitate to ask for assistance from the principal or other administrators (guest teachers) or from your teacher (classified substitutes).
- Be positive and help students be successful. A pleasant word of encouragement goes a long way in helping a slow or troubled student through an assignment.
- In any situation, no matter how well-managed, emergencies will arise. Accidents, illness, the administering of medication, and other emergencies must be referred to the principal or designee. Become familiar with where to obtain help and support at each school.
- Leave your cell phones turned off during class time. In an emergency, the main office will contact you.
- It's always smart to have a second pair of comfy shoes in your car just in case you find yourself teaching a physical education lesson or outside overseeing a recess period. It is also a good idea to dress in layers. Building and room temperature vary greatly.
- Compile a set of note cards containing pertinent information about the schools where you may be assigned.
- Keep a notebook and pen by the phone you use to answer early morning calls.
- Assemble a "Bag of Tricks." Keep it well stocked and ready. (A "Bag of Tricks" should have a variety of school activities appropriate for the grade level or subject area assigned to supplement the lesson plans if necessary.)
- Leave early enough to arrive at your placement at the scheduled time.
- Arrive on time (the start time given by Absence Management) and dressed for success.
- Report to and sign in at the main office upon arrival.
- Receive instructions and materials, including classroom keys (if applicable) that have been left for you. You may wish to request a map of the building.

- Obtain the bell schedule and any special activities for the day from the office.

During the school day

- Use clear, consistent instruction in directing every activity. Immediately request assistance from the front office in situations that threaten the safety of students and others.
- Conducting personal business is prohibited.
- Refrain from reading the newspaper, engaging in personal phone calls on school or personal phone, sending text messages, or using the internet for non-school related purposes.

At the end of the school day

- Do not leave school early. You are required to remain until the end of the contracted day (guest teachers) or until the end time of the assignment as it was accepted in Red Rover Absence Management System (classified substitutes).
- Leave the classroom in the same condition as when you arrived.
- Check out with the front desk. Have your timesheet signed and return any keys or materials.

Advice from Special Educators for Guest Teachers and Classified Substitutes

In some cases, you may be assigned to a special education “resource room” where all the students have been identified as having special needs. In other cases, you may be in a regular classroom where there are students with identified special needs (guest teachers) or working as a one on one paraeducator for a special needs student (classified substitutes). Whichever is the case, here are some thoughts on how to facilitate the learning or assisting of these students.

- Respect is the key attitude for success with all children.
- These children may have a variety of learning challenges. Do not think first of their special needs but think of them first as learners.
- All children respond to sincere encouragement, but do not overdo it. Be sensitive to the fact that learning is more difficult for these children than for many others.
- Depending on the grade level, these students may have experienced years of school failure. Be aware of that as you respond to their needs and work to help them find success.
- If there are problems, do not single out a child in front of class, but deal with him or her privately.
- Many children with special needs have Individualized Education Plans (IEPs). Consult these plans when available (guest teachers) or talk with the regular teacher (classified substitutes), as they provide structure for the student’s learning. The teacher should have daily plans drawn from these IEPs.
- Often guest teachers and classified substitutes are privy to confidential information about children with special needs. It is critical that all information obtained about children during days working with these children remains confidential. Depending on the grade level, the students may feel self-conscious that a new and different person knows they have learning challenges. This can set up a defensiveness on their part.
- During the day, a guest teacher or classified substitute may need to locate themselves in close proximity to these children to offer assistance and help them stay focused. A gentle reminder will oftentimes suffice for them.
- An instructional assistant or aide may be in the classroom. Such a person can be of tremendous help because they have a history with the children and are aware of routines, personalities, and other important background information.

- Ask for assistance from the principal or another teacher if there are concerns or questions during the day.
- Guest teachers should carefully note the daily schedules for the special needs children. They often have support personnel (language or hearing specialists) come into the classroom. At other times, they may leave the classroom to attend regular or special classes.
- There may be teaching equipment or machines in these classes. Check with the instructional assistant, the principal, or another teacher before using these items.

Annual Expectations

Reasonable Assurance

Return the Reasonable Assurance form (not an employment contract). Each year the District emails all substitutes, guest teachers and classified, a reasonable assurance form. This informs the District which substitutes will remain on the active substitute list. **Failure to return the reasonable assurance by June 30th may result in a substitute being deactivated from the district's list.**

Washington State Sexual Misconduct Release Form

Indicate in the space provided at the bottom of the annual reasonable assurance form any other district that may have been subbed/worked at in the prior school year. A sexual misconduct disclosure (SMDR) form is required by Wenatchee School District to be sent to any school district a returning guest teacher or classified substitute has subbed or worked at in the last school year and for a new substitute the SMDR is required for all prior employment where children were present. The other district must complete and return the form to the WSD.

SafeSchools Training

[Safe Schools Log In](#)

Complete annual SafeSchools training online. Each year all guest teachers and classified substitutes are required to complete SafeSchools training online. Work with building office managers and teachers to complete these or do them at home. Each person's user name is their Alpha Name Key generated by Skyward when first employed by the district. When a substitute first becomes employed with WSD an email is sent with this username. **If these are not completed on time you may be inactivated as a WSD substitute.**

Contact the WSD Safeschools administrator, Michelle Valentine (valentine.michelle@wenatcheeschools.org), for issues logging in.

Encouraged, not Required

- WSD requests its guest teachers and classified substitutes work a reasonable amount throughout the school year, if possible, to insure an active status. A substitute that has not earned a check within a 12-month time period will be subject to updating their Retirement/W-4/Direct Deposit paperwork. A break in service can also lead to a request in a new application and fingerprinting.
- Guest teacher and classified substitutes preferences for district schools or age groups should be communicated to the Substitute Coordinator so their Red Rover Absence Management System profile reflects these preferences.
- If a substitute wishes to be removed from the active sub list due to other employment, please communicate this!

- **Communication is important, always notify WSD of any email or phone number changes in addition to address changes. These are critical to getting annually required documents to guest teachers and classified substitutes for completion.**

Other Important Information

Guest Teacher and Classified Substitute Feedback

Employees are asked to submit feedback on the substitutes, guest teacher and classified, that are assigned to their positions or those they observe during an assignment. Feedback is kept in the substitutes file at the District office. Feedback from regular teachers is kept confidential. Substitutes may request a meeting to review their file by contacting the Substitute Coordinator and scheduling a time.

Cancellation of Assignments

As a substitute in the Wenatchee School District, you play a vital role in the continuing education of students when the regular employee is absent. It is crucial that when you accept a placement, you show up and work as agreed. We realize that on occasion there may be a valid circumstance in which you are unable to fulfill your placement; however, this does not go unnoticed by the school.

Our records show that many placements are canceled by substitutes, and most cancellations occur within 72 hours of the scheduled placement. In most cases, canceling a placement this close to the start date and time results in the placement going unfilled; causing schools to pull staff from other areas of the buildings to fill the vacancy. This not only causes disruption to the administration and staff; but more importantly, to the students and their learning.

Continual cancellations of placements within 72 hours may result in a warning, temporary and/or permanent removal from the substitute pool.

Removal from the Substitute List

All substitutes, guest teachers and classified, are employed at will. The District may de-active a substitute from the active sub list at any time, with or without cause or notice and can cancel or deny substitute assignments. A substitute can remove themselves from the active sub list with or without notice and can cancel or deny assignments. No assignment, employee manual, reference guide, board policy, reasonable assurance, other document or oral communication shall be deemed to create an employment contract or to modify the at will relationship. No person other than the School Board has the authority to bind the District to an employment contract or an agreement to modify the at will relationship.

Absence Management System Red Rover

[Red Rover Basic Training Video](#)

The Wenatchee School District uses an automated substitute system called Red Rover.

Once on the active substitute list, an email is sent with a Red Rover invitation. The Red Rover Absence Management system is managed through the website link RedRoverK12.com, via text with the phone number you provided when you applied, or through the Red Rover App that can be downloaded. The Red Rover App can be found and downloaded at app.redroverk12.com. The ID and pin are specific to you and should not be shared. *You will use the ID and pin to login to the phone system to accept, deny and change specific information.* The same functions can be done using the internet system. If accessing the Red Rover Absence Management System through the internet use the Red Rover User ID Account and password that you would have set up when the invitation was sent to your email. Please refer to pages later in this book for additional information and instructions on using Red Rover Absence Management System (formerly AESOP/Frontline).

Parking

When at Wenatchee High School, use the parking lot behind the school building. If you substitute often at WHS, obtain a Temporary Parking Permit from the High School receptionist. At all schools please avoid bus lanes and do not park in visitor parking.

Meals

Any questions please contact Nutrition Services at 662-9345.

Accidents and Injuries

Report all student accidents to the school office manager or administrator. Complete the student accident report which is located on the District website or in the school office.

As a guest teacher or classified substitute, you are covered under Workmen's Compensation. Any injury occurring on school property during normal work activities should be reported to the school administrator the day of the injury. For any injury, an accident report is required to be completed and returned to the Human Resource Department. The accident report form is available on the District website or in the school office.



Wenatchee School District

School Emergency Information for Substitute Teachers

As a substitute teacher, it is imperative that you understand the procedures to follow if a crisis occurs at school. Emergency announcements will be given in "plain language" so that everyone can understand.

While the basic procedures are standardized throughout the district, each site may have additional information that is unique to that building that you should familiarize yourself with to facilitate the safety of the students and staff. Please review the building specific Emergency Response Procedures Quick Reference Guide at your assigned building as soon as possible. The main office at the building will be able to provide the guide for your review.



General Staff Responsibilities During An Emergency:

- Immediately contact the front desk to report an emergency situation.
- Follow the emergency procedures outline here and in the school plan.
- Warn students, if so advised.
- Account for all students.
- Stay with students during an evacuation; take class roster to evacuation site.
- Refer any media to district spokesman.
- Keep detailed notes of crisis event.



Earthquake:

- Take COVER under a sturdy desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.
- If you take cover under a sturdy piece of furniture, HOLD on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.
- Be in a crawling position to protect your vital organs and be ready to move if necessary, and cover your head and neck with your hands and arms.
- Do not move to another location or outside unless your current location is unsafe.
- Stay away from windows, light fixtures or suspended objects as much as possible.
- Follow directions of administrator / emergency personnel



Evacuation:

- Direct students to follow normal fire drill procedures unless principal alters route.
- Take class roster to location site.
- Close classroom doors and turn out lights.
- When outside the building, account for all students. Inform principal immediately if any student(s) is/are missing.
- If evacuated to an off campus evacuation location, stay with the class. Take roll again when you arrive at the off campus evacuation location.
- A student can be released only to an adult that is documented as an emergency contact and can show proper identification.





Lockdown:

- Direct all students, staff, and visitors into classroom.
- Lock classroom doors.
- Cover classroom interior windows.
- Move all persons away from windows and doors.
- REMAIN QUIET.
- Allow NO ONE outside of classrooms until an All-Clear signal is given by the principal or until law enforcement, fire official, or Emergency Preparedness official evacuates your room.
- Teachers are to take class roll book to holding area in the room.



Lockout: (used in cases of outside intruder, dangerous animals or hazardous materials)

- Move indoors in a rapid, orderly fashion.
- Assist handicapped students.
- Close doors behind you.
- Report to assigned classrooms or pre-designated areas.
- Close exterior window blinds/coverings once inside.
- Wait for further instructions from the principal.
- Listen for an "All Clear".



Medical Emergency / First Aid

- Stay calm and DO NOT move the student unless there is danger of further injury.
 - Give your name, telephone number, campus, room number and location of student.
 - Describe the nature and severity of the medical emergency.
- Ask someone to dispatch a first aid/CPR-trained employee to the student.
- DO NOT give the student anything to eat or drink.
- When an ambulance arrives, request information as to which hospital the student will be taken to notify the parents.
- Give the ambulance driver the student's emergency numbers and parent/guardian name(s).
- If possible, assign a staff member to accompany a student to the hospital.
- Submit a District Accident and Injury Report within 24 hours of incident or knowledge of incident.



Shelter-in-Place:

- When alarm is sounded, go inside the building into classroom or other safe area.
- Take class roster to safe area and account for all students.
- Close all doors and windows.
- Turn off any ventilation system.
- Wait for all clear before going outside.



Advice from a School Nurse's perspective for Substitutes

The Basics

- Hand washing is the BEST way to prevent the spread of germs. Encourage students to wash their hands before meals and after using the restroom to reduce exposure to germs.
- When an accident occurs, do not leave the injured student. Attend to the injury and send for help from the office or nearest staff member. Pay attention to preventing accidents or injuries when supervising playground areas, physical education classes and in shop and science classes.
- The Wenatchee School District has a standard accident report form that **must** be filled out when an accident occurs to any student. Forms are available in each school office. Children who become sick in the classroom or on the playfield should not be sent to the office or restroom alone. Send a reliable child with him/her or get help from another staff member.

Medication

- Do not dispense medication (prescription or over-the-counter) to any of your students. Send them to the building office or school clinic where they will have a record of the written permission to give the child the medication, the prescribed amount, and a system for recording the times and dosage administered.

Injury

- You should refer all students with injuries (even minor ones) to the office so the normal school procedures can be followed. In an emergency, you may need to escort the child to the office. Or, in a less serious situation, have another student accompany the injured child.
- Do not allow students who are bleeding to participate in class until the bleeding has stopped and the wound has been cleaned and completely covered.
- Always wear protective gloves when you come in contact with blood, bodily fluids, torn skin, or when handling soiled materials. A BBP kit containing gloves and gauze can be found pinned on the wall by the classroom door.
- Throw soiled gloves away in a lined garbage can. Wash your hands for 10 seconds with soap and warm water after you remove the gloves.

Medical Emergency

- Prevention is the most important antidote for medical emergencies. Always stay with the children. Contact another adult if you need to leave the students at any time. If you have recess duty, walk around the playground being proactive about potentially dangerous behavior. Remember, you are the adult in charge.

- **Familiarize yourself with the students in the classroom who are on emergency medical plans and follow the plans as written.** If you have any questions about the plans, please contact the office and they will answer them or put you in contact with the building nurse. If in doubt CALL FOR CLARIFICATION.

Students with Health Concerns

- **Diabetics** must always be allowed to test their blood sugar in class, and they must be allowed to eat in class if their blood sugar is low.
- **Asthma:** Students who self-carry inhalers for asthma must be allowed to use the inhaler in class if necessary.

Red Rover Absence Management

Accepting and Canceling Jobs in Red Rover Absence Management

You should accept the job you are offered through Absence Management. Once you have done so, you should write down the date, time, location, and any other information pertinent to the assignment. If you need to cancel a job after accepting it, you should do so at the earliest possible opportunity. This can be done by simply following the prompts to cancel a job on your Red Rover APP or going online and canceling. If you are canceling a job on the day of the assignment, you should call the school. If you are in a multi-day assignment and need to cancel after it has already started, you have the ability to do so online or by calling the school directly. If you only need/want to cancel one day of a multi-day assignment you must contact the school directly; you will not be able to cancel it via the Absence Management system. If a job is canceled another job cannot be taken on the same day.

Substitute Requests

If a Paraeducator or Teacher asks you to substitute for him/her, always look online to make sure the Red Rover system has put you into the job, or to accept the job if it is waiting for you to accept. If it has not been entered please call the school you accepted the job with so you can be added to that job. The job will go to the substitute that accepted the job through the Red Rover. If a specific paraeducator or teacher asks for you repeatedly, suggest they add you to their Preferred Substitute list. Being in their Preferred list gets the sub immediate notification when an absence is entered in the system.

Late Cancellations

A cancellation is considered late when it is called in less than 12 hours before the job starts. We understand that some late cancellations are unavoidable. However, in order to give the system adequate time to find a replacement for you, cancellations should be made as early as possible. Please keep in mind that a late cancellation increases the odds that a job may be unfilled, placing undue stress on students and faculty. *If you cancel late you will not be able to accept another assignment on that day.*

Time Off/ Unavailability

If you know you will not be available to work a specific date, please enter a “non-workday” in Absence Management. If you indicate you are unavailable today when Absence Management is calling you to offer an assignment, the system will only make you unavailable for that job and you will continue to receive calls. You need to call the Absence Management system or go online to say you are unavailable for the whole day to stop the system from calling you. This will alleviate the receipt of multiple calls on your phone and the District believing you are available.

Red Rover Absence Management

How to Access Red Rover by Internet:

www.redroverk12.com

Guide to Getting Started as a Substitute:

www.wenatcheeschools.org/hr/substitute-information

Logging in to Red Rover

When a new Substitute or Guest Teacher is entered into the Red Rover an invitation will be sent to the substitute's email. Accept the invitation then click the link "forgot password" to reset your password. Then you can add your own personal password.

If you have trouble logging into your account please contact our Substitute Coordinator:
Michelle Valentine at: valentine.michelle@wenatcheeschools.org

School Start Times

Wenatchee School District starts school later on Mondays for the benefit of all staff to have training time and development time to build curriculum continuity.

<u>Building</u>	<u>Monday Start Time</u>	<u>Tues-Fri Start Time</u>
Abraham Lincoln Elementary	9:15-2:30	7:45-2:30
Columbia Elementary	9:15-2:30	7:45-2:30
Lewis and Clark Elementary	9:15-2:30	7:45-2:30
Mission View Elementary	9:15-2:30	7:45-2:30
John Newbery Elementary	9:15-2:30	7:45-2:30
Sunnyslope Elementary	9:15-2:30	7:45-2:30
Washington Elementary	9:15-2:30	7:45-2:30
Foothills Middle School	10:20-3:35	8:50-3:35
Orchard Middle School	10:20-3:35	8:50-3:35
Pioneer Middle School	10:20-3:35	8:50-3:35
Wenatchee High School	10:10-3:35	8:40-3:35
Westside High School	10:05-3:20	8:35-2:20
Night School Everyday	Session 1/ 3:00- 5:00	Session 2/ 5:00-7:30
Wenatchee Valley Tech Skill Center	Morning	8:40-11:25
	Afternoon	12:35-3:05
Castle Rock Early Childhood Lrng Cntr		7:55-10:25 11:45-2:15

Arrival times for substitutes are based on times listed in Red Rover for the assignment.

DIRECTORY OF SCHOOLS

Abraham Lincoln Elementary, 1224 Methow Tim Sheppard, Principal; Patty Diaz, Office Manager	663-5710	Fax: 662-6831
Columbia Elementary, 600 Alaska Si Stuber, Principal; Maria Contreras Gomez, Office Manager	662-7256	Fax: 664-2910
John Newbery Elementary, 850 Western Socorro Yanez, Principal; Alondra Guisti, Office Manager	664-8930	Fax: 664-8940
Lewis & Clark Elementary, 1130 Princeton Mario Avila, Principal; Adriana Campos, Office Manager	663-5351	Fax: 663-7412
Mission View Elementary, 60 Terminal Jeff Jaeger, Principal; Alejandra Chimal, Office Manager	663-5851	Fax: 667-1117
Sunnyslope Elementary, 3109 School Street Lance Young, Principal;	662-8803	Fax: 664-5094
Washington Elementary, 1401 Washington Jessica Bryant, Principal; Deb Lewin, Office Manager	662-5504	Fax: 662-9227
SPED – Castle Rock @ Washington Elementary 112 S. Elliott Jolynn Wertz, Special Education Director; Maria Lima, Office Manager Shayne Rennie, Assistant Director Special Education	663-7117	
Foothills Middle School, 1410 Maple Craig Allen, Principal; Sheli Franklin, Office Manager Chad Morgan, Assistant Principal	664-8961	Fax: 663-6610
Orchard Middle School, 1024 Orchard Janel Royster Brown, Principal; Julee Accardo, Office Manager Josh Eidson, Assistant Principal	662-7745	Fax: 663-8042
Pioneer Middle School, 1620 Russell Jacqueline, Estephan, Principal; Samanta, Office Manager Julie Sand, Assistant Principal	663-7171	Fax: 663-0453

Wenatchee High School, 1101 Millerdale Eric Anderson, Principal; Ana Diaz, Office Manager Ricardo Iniguez, Associate Principal Donna Moser, Assistant Principal Molly Butler, Assistant Principal	663-8117	Fax: 663-2573
Athletics – Activities, 1101 Millerdale James Beeson, Athletics Director; Deanna Roman, Secretary	663-3384	Fax: 663-6905
WestSide High School, 1510 Ninth Jennifer Devereaux, Principal; Gretchen Mann, Office Manager	663-7947	Fax: 664-3005
Wenatchee Valley Technical Skills Center. 327 E. Penny Rd Pete Jelsing, Director; Pam Bowen, Office Manager	662-8827	
Skill Source Learning Center, 233 N. Chelan Street Jennifer Devereau, Principal; Anne Miland, Secretary	663-3369	
Juvenile Detention Center, 316 Washington Jennifer Devereau, Principal; Ann Miland, Secretary	664-5350	Fax: 664-5583
Valley Academy of Learning, 1911 N. Wenatchee Ave. Shelly Jelsing, Program Administrator; Katie Eddie, Secretary	662-6417	Fax: 663-4597

BULLYING, HARASSMENT, AND INTIMIDATION

The District is committed to a safe, civil learning environment where all students, employees, and patrons work, learn, and participate in an environment free from bullying, harassment, and intimidation. District prohibits bullying, harassment, and intimidation, based on actual or perceived race, color, religion, ancestry, national origin, sexual orientation, gender, gender identity, disability or marital status, or other individual characteristics, including, but not limited to socio-economic status and physical appearance.

Bullying, harassment and intimidation can take many forms and can include slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, or other gestures, or written, oral, or physical acts relating to an individual or group which:

1. Have the effect of creating an intimidating, hostile or offensive working or learning environment;
2. Have the effect of unreasonably interfering with an individual's work performance or education;
3. Otherwise unreasonably affects an individual's employment or educational opportunities;
or
4. Violates the civility standard of the district.

This policy does not prohibit civil, respectful expressions of religious or political views.

This policy is a component of the district's responsibility to create and maintain a safe, civil and inclusive learning community. The policy is to be implemented in conjunction with comprehensive training of staff and volunteers, education of students and partnerships with families and the community.

The frequency and severity of the conduct will determine whether intervention, counseling or discipline is used to remediate the impact on the victim and change the behavior of the perpetrator.

The superintendent is authorized to develop and adopt procedures addressing the elements of this policy, retaliation and false reporting consistent with the complaint and investigation components of Procedure 5013, Sexual Harassment.

Adoption Date: February 24, 2003

Reviewed: 2013

Wenatchee School District

Sexual Harassment of Students Prohibited

The district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the

hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or formally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported

To law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will, when deemed necessary by the superintendent, report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Adoption Date: 8/25/2015 Wenatchee School District

Revised:

Electronic Use Policy

K-20 Network Acceptable Use Guideline/Internet Safety Requirements

Network Use

1. All use of the system must be in support of education and research and consistent with the mission of the district. District reserves the right to prioritize use and access to the system.
2. Any use of the system must be in conformity to state and federal law, K-20 Network policies, and district policy. Use of the system for commercial solicitation is prohibited.
3. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
4. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified, or abused in any way.
5. Malicious use of the system to develop programs or institute practices that harass other users or gain unauthorized access to any entity on the system and /or damage the components of an entity on the network is prohibited.
6. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
7. Use of the system to access, store, or distribute obscene or pornographic material prohibited.

Personal Security

1. Personal information such as complete names, addresses, telephone numbers and identifiable photos should remain confidential when communicating on the system. Students should never reveal such information without permission from their teacher and parent or guardian. No user may disclose, use, or disseminate personal identification information regarding minors without authorization.
2. Students should never make appointments to meet people in person whom they have contacted on the system without district and parent permission.
3. Students should notify their teacher or other adult whenever they come across information or messages they deem dangerous or inappropriate on the web or when using electronic mail, chat rooms, and other forms of direct electronic communications (i.e. Instant Message services).

Drug-Free Schools, Community and Workplace

The board has an obligation to staff, students and citizens to take reasonable steps to provide a reasonably safe workplace and to provide safety and high quality performance for the students who the staff

For the purposes of this policy, the “workplace” is defined to mean the site for the performance of work done, which includes work done in connection with a federal grant. The “workplace” includes any district building or any district property; any district-owned vehicle or any other district approved vehicle used to transport students to and from school or school activities; off district property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the district which could also include work on a federal grant.

To help maintain a drug-free school, community and workplace, the following behaviors will not be tolerated:

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) or opiates.
- B. Using, possessing, transmitting alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, or opiates in any amount, in any manner, and at any time in the workplace.
- C. Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances including marijuana (cannabis) or opiates will be subject to disciplinary action, including termination.
- D. Using district property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances or opiates.
- E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and opiates.

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job, and providing written documentation of the determination from

the prescribing physician and/or pharmacist. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the Human Resource Office, then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace. Such notification will be provided no later than 5 days after such conviction. The district will inform the federal granting agency within 10 days of such conviction, regardless of the source of the information.

Disciplinary Action

Each employee will be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy will be subject to disciplinary action, which may include termination. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the district, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

The district may notify law enforcement agencies regarding a staff member's violation of this policy at the district's discretion or take other actions as they deem appropriate.

Revised: 04.98; 12.11; 02.13 ; 09.16

Classification: Essential

REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the superintendent of Public Instruction.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nun-chu-ka sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any slungshot, sandbag, or sandclub;
- Metal knuckles;

- A slingshot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;

Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;

Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

An appropriate school authority will promptly notify the student’s parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Personal Protection Spray

Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Adoption Date: 6/14/11
Wenatchee School District
Revised: 9/17
Reviewed: 05.19

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Purpose

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms “district staff,” “staff member(s),” and “staff” also include volunteers.

General Standards

The Board expects all district staff to maintain the highest professional standards when they interact with students. District staff is required to maintain an atmosphere conducive to learning, by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the district.

District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member’s duties in the district. Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. District staff will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member’s conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship with students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The Board supports the use of technology to communicate for educational purposes. However, district staff is prohibited from inappropriately communicating with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally

recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies and procedures, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Adoption Date: 5.10.11
Wenatchee School District
Revised: 08.16

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image including those that are electronically transmitted, verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an 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
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Adoption Date: 2/24/2003 Wenatchee School District Revised: 2/22/11, 10/26/11, 8/2015

Guest Teacher and Classified Substitute Benefits

State Retirement Plans for Guest Teachers

As a Guest Teacher in a Washington State public school district or educational service district, you may be eligible to apply for service credit in the Teachers Retirement Service (TRS). This is an important optional benefit that can have a significant impact in your retirement years. Please retain this information for future reference.

Who is a Guest Teacher? RCW 41.32.010 (36) (a) (b)

- A teacher who is hired by an employer to work as a temporary teacher, except for teachers who are annual contract employees of an employer and are guaranteed a minimum number of hours; or
- Teachers who either (i) work in ineligible positions for more than one employer or (ii) work in an ineligible position or positions together with an eligible position.

How and when do I apply?

- You may apply immediately following the school year in which the service was rendered, beginning in July for Plan 1 or in September for Plans 2 and 3.
- To learn more about this and to find the forms, refer to the Department of Retirement Systems (DRS) web site at www.drs.wa.gov or by phone at 1-800-547-6657.

State Retirement Plans for Classified Substitutes

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 Substitute, your membership in the School Employees' Retirement System (SERS) 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 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.

For more information regarding eligibility, purchase of your service credit and the necessary forms, contact DRS online at www.drs.wa.gov or by phone at 1-800-547-6657.

Employee Paid Sick Leave Notification

As of January 1, 2018, you are entitled to accrue paid sick leave. This leave will accrue at one (1) hour of paid sick leave for every 40 hours worked.

This accrued paid sick leave may be used for the following reasons:

- To care for yourself or a family member (please refer to RCW 49.46.210(2) for a full list of the eligible family members).
- When you or a family member is the victim of sexual assault, domestic violence, or stalking.
- In the event our business or your child's school or place of care is closed by a public official for any health-related reason.

A maximum of 40 hours of paid sick leave will be carried over to the following year. Wenatchee School District's year is September 1st to August 31st. Any accrued paid sick leave over 40 hours will be forfeited.

You may use accrued paid sick leave beginning 90 calendar days after the start of your employment.

Retaliation for using paid sick leave for authorized purposes is prohibited.

F700-191-000 Employee Paid Sick Leave Notification 10-2017

Revised 11.14.18

403(b) Plan and 457(b) Deferred Compensation Plan

PLAN SUMMARY INFORMATION

Wenatchee School District 246, WA



403(b) PLAN AND 457(b) DEFERRED COMPENSATION PLAN

The 403(b) and 457(b) Plans are valuable retirement savings options. This notice provides a brief explanation of the provisions, policies and rules that govern the 403(b) and 457(b) Plans offered.

Plan administration services for the 403(b) and 457(b) plans are provided by TSA Consulting Group, Inc. (TSACG). Visit the TSACG website (tsacg.com) for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, 403(b) and/or 457(b) loans, and rollovers.

ELIGIBILITY

Most employees are eligible to participate in the 403(b) and 457(b) plans immediately upon employment, however, private contractors, appointed/elected trustees and/or school board members and student workers are not eligible to participate in the 403(b) Plan. Employees may make voluntary elective deferrals to both the 403(b) and 457(b) plans. Participants are fully vested in their contributions and earnings at all times.

EMPLOYEE CONTRIBUTIONS

Traditional 403(b) and 457(b)

Upon enrollment, participants designate a portion of their salary that they wish to contribute to their traditional 403(b) and/or 457(b) account(s) up to their maximum annual contribution amount on a pre-tax basis, thus reducing the participant's taxable income. Contributions to the participant's 403(b) or 457(b) accounts are made from income paid through the employer's payroll system. Taxes on contributions and any earnings are deferred until the participant withdraws their funds.

Roth 403(b)

Contributions made to a Roth 403(b) account are after-tax deductions from your paycheck. Income taxes are not reduced by contributions you make to your account. All qualified distributions from Roth 403(b) accounts are tax-free. Any earnings on your deposits are not taxed as long as they remain in your account for five years from the date that your first Roth contribution was made. Distributions may be taken if you are 59½ (subject to plan document provisions) or at separation from service.

The Internal Revenue Service regulations limit the amount participants may contribute annually to tax-advantaged retirement plans and imposes substantial penalties for violating contribution limits. TSACG monitors 403(b) plan contributions and notifies the employer in the event of an excess contribution.

THE BASIC CONTRIBUTION LIMIT FOR 2019 IS \$19,000.

Additional provision allowed if selected by the employer:

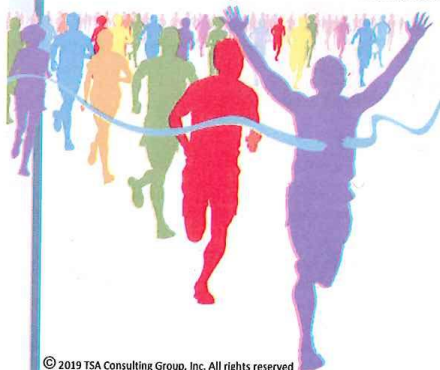
AGE-BASED ADDITIONAL AMOUNT

Participants who are age 50 or older any time during the year qualify to make an additional contribution of up to \$6,000 to the 403(b) and/or 457(b) accounts.

ENROLLMENT

Employees who wish to enroll in the 403(b) and/or 457(b) plan must first select the provider and investment product best suited for their account. Upon establishment of the account with the selected provider, a "Salary Reduction Agreement" (SRA) form and/or a deferred compensation enrollment form and any disclosure forms must be completed and submitted to the employer. These forms authorize the employer to withhold 403(b) and/or 457(b) contributions from the employee's pay and send those funds to the Investment Provider on their behalf. A SRA form and/or a deferred compensation enrollment form must be completed to start, stop or modify contributions to 403(b) and/or 457(b) accounts. Unless otherwise notified by your employer, you may enroll and/or make changes to your current contributions anytime throughout the year.

Please note: The total annual amount of a participant's contributions must not exceed the Maximum Allowable Contribution (MAC) calculation. For convenience, a MAC calculator is available on the Internet at www.tsacg.com.



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INVESTMENT PROVIDER INFORMATION

A current list of authorized 403(b) and 457(b) Investment Providers and current employer forms are available on the employer's specific Web page at www.tsacg.com.

PLAN DISTRIBUTION TRANSACTIONS

Distribution transactions may include any of the following depending on the employer's Plan Document: loans, transfers, rollovers, exchanges, hardships, unforeseen financial emergency withdrawals or distributions. Participants may request these distributions by completing the necessary forms obtained from the provider and plan administrator as required. All completed forms should be submitted to the plan administrator for processing.

PLAN-TO-PLAN TRANSFERS

A plan-to-plan transfer is defined as the movement of a 403(b) and/or 457(b) account from a previous plan sponsor's plan and retaining the same account with the authorized investment provider under the new plan sponsor's plan.

ROLLOVERS

Participants may move funds from one qualified plan account, i.e. 403(b) account, 401(k) account or an IRA, to another qualified plan account at age 59½ or when separated from service. Rollovers do not create a taxable event.

DISTRIBUTIONS

Retirement plan distributions are restricted by IRS regulations. A participant may not take a distribution of 403(b) plan accumulations without penalty unless they have attained age 59½ or separated from service in the year in which they turn 55 or older. Generally, a distribution cannot be made from a 457(b) account until you have a severance from employment, reach age 70½, or are deceased. In most cases, any withdrawals made from a 403(b) or 457(b) account are taxable in full as ordinary income.

EXCHANGES

Within each plan, participants may exchange account accumulations from one investment provider to another investment provider that is authorized under the same plan; however, there may be limitations affecting exchanges, and participants should be aware of any charges or penalties that may exist in individual investment contracts prior to exchange. Exchanges can only be made from one 457(b) plan to another 457(b) plan, or from one 403(b) plan to another 403(b) plan.

403(b) and 457(b) PLAN LOANS

Participants may be eligible to borrow their 403(b) and/or 457(b) plan accumulations depending on the provisions of their 403(b) and/or 457(b) account contract and provisions of the employer plan. If loans are available, they are generally granted for a term of five years or less (general-purpose loans). Loans taken to purchase a principal residence can extend the term beyond five years depending on the provisions of their 403(b) and/or 457(b) account contract and provisions of the employer. Details and terms of the loan are established by the provider. Participants must repay their loans through monthly payments as directed by the provider. Prior to taking a loan, participants should consult a tax advisor.

HARDSHIP WITHDRAWALS

Participants may be able to take a hardship withdrawal in the event of an immediate and heavy financial need. To be eligible for a hardship withdrawal according to IRS Safe Harbor regulations, you must verify and provide evidence that the distribution is being taken for specific reasons. These eligibility requirements to receive a Hardship withdrawal are provided on the Hardship Withdrawal Disclosure form at www.tsacg.com.

EMPLOYEE INFORMATION STATEMENT

Participants in defined contribution plans are responsible for determining which, if any, investment vehicles best serve their retirement objectives. The 403(b) and 457(b) plan assets are invested solely in accordance with the participant's instructions. The participant should periodically review whether his/her objectives are being met, and if the objectives have changed, the participant should make the appropriate changes. Careful planning with a tax advisor or financial planner may help to ensure that the supplemental retirement savings plan meets the participant's objectives.

FINISH

PLAN ADMINISTRATOR CONTACT INFORMATION

Transactions
P.O. Box 4037
Fort Walton Beach, FL 32549
Toll-free: 1-888-796-3786
Toll-free fax: 1-866-741-0645
www.tsacg.com

TSA
CONSULTING GROUP

For overnight deliveries
73 Eglin Parkway NE, Suite 202
Fort Walton Beach, FL 32548
Toll-free: 1-888-796-3786
Toll-free fax: 1-866-741-0645
www.tsacg.com

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PROFESSIONAL DEVELOPMENT RESOURCES

Listed below are other resources for guest teachers and classified substitutes. ***These are not required by the Wenatchee School District and any costs associated with the resource would be the sole responsibility of the substitute.*** They have been listed as informational only based on requests from new substitutes.

For those that wish to increase their teaching skills, we offer these suggestions:

Teaching Channel – visit <https://www.teachingchannel.org> for free training videos, newsletters, Q & As, blogs.

Randy Sprick’s Safe & Civil Schools - Please visit www.safeandcivilschools.com for information regarding behavior and classroom management programs. Some information is free and some information requires payment.

Substitute Institute Website - Visit <http://stedi.org> for resources for activities and curriculum, and support, as well as for-fee training.

Notes to the Classroom Teacher

Date: _____

Assignment: _____ School: _____

Substituted for _____

Substitute Teacher _____

Name

Phone no.

Period _____

Period _____

Period _____

Period _____

Period _____

Period _____

Period _____

Other comments _____

