

Reference Guide



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

Classified Substitutes

2017-2018 School Year

This Reference guide replaces all previous versions
August 2017

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WENATCHEE SCHOOL DISTRICT NO. 246

235 Sunset Avenue
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663-8161

Dear Guest Substitute,

We are pleased that you have agreed to be a part of the Wenatchee School District for the 2017-18 school year. 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 a School District positive. If we can be of further assistance to you, please contact the Substitute Coordinator, Dianna Miller at (509) 663-8162 ext 33250 or via email at miller.dianna@wenatcheeschools.org.

Sincerely,

Lisa Turner
Executive Director of Human Resources
Wenatchee School District #246

School Calendar

| | | | | | | | | | | | | | |
|--------------------|----|----|----|----|---|---|---|-----------------------|----|----|--------------------------------|----|---|
| July - 2017 | | | | | 0 | 2017 - 2018 Student Calendar |  | January - 2018 | | | | | 19 |
| M | T | W | T | F | | | | M | T | W | T | F | |
| | | | | | | | | 1 | 2 | 3 | 4 | 5 | 1-2 New Year's Observed (No School) |
| 3 | 4 | 5 | 6 | 7 | | | | 8 | 9 | 10 | 11 | 12 | |
| 10 | 11 | 12 | 13 | 14 | | | | 15 | 16 | 17 | 18 | 19 | 15 - Martin Luther King Day (No School) |
| 17 | 18 | 19 | 20 | 21 | | | | 22 | 23 | 24 | 25 | 26 | Secondary Records day/ Elementary PD |
| 24 | 25 | 26 | 27 | 28 | | 29 | 30 | 31 | | | Non-Contracted day (No School) | | |

| | | | | | | | | | | | |
|----------------------|----|----|----|----|--|------------------------|----|----|----|----|----------------------------------|
| August - 2017 | | | | | 2 | February - 2018 | | | | | 19 |
| M | T | W | T | F | | M | T | W | T | F | |
| | 1 | 2 | 3 | 4 | 15 - New Hire Orientation | | | | | 1 | 2 |
| 7 | 8 | 9 | 10 | 11 | 21-22 District Professional Development Days | 5 | 6 | 7 | 8 | 9 | |
| 14 | 15 | 16 | 17 | 18 | 23 - All Staff Opening Day - Vendor Fair | 12 | 13 | 14 | 15 | 16 | |
| 21 | 22 | 23 | 24 | 25 | 23-24 Principal Days | 19 | 20 | 21 | 22 | 23 | 19 - President's Day (No School) |
| 28 | 29 | 30 | 31 | | 30 - First Day of School | 26 | 27 | 28 | | | |

| | | | | | | | | | | | |
|-------------------------|----|----|----|----|---------------------------|---------------------|----|----|----|----|--|
| September - 2017 | | | | | 20 | March - 2018 | | | | | 22 |
| M | T | W | T | F | | M | T | W | T | F | |
| | | | | 1 | | | | | 1 | 2 | |
| 4 | 5 | 6 | 7 | 8 | 4 - Labor Day (No School) | 5 | 6 | 7 | 8 | 9 | 7 - Spring Parent / Teacher Conferences (K-12 no students) |
| 11 | 12 | 13 | 14 | 15 | | 12 | 13 | 14 | 15 | 16 | |
| 18 | 19 | 20 | 21 | 22 | | 19 | 20 | 21 | 22 | 23 | |
| 25 | 26 | 27 | 28 | 29 | | 26 | 27 | 28 | 29 | 30 | |

| | | | | | | | | | | | |
|-----------------------|----|----|----|----|---|---------------------|----|----|----|----|--------------------------------|
| October - 2017 | | | | | 21 | April - 2018 | | | | | 16 |
| M | T | W | T | F | | M | T | W | T | F | |
| | | | | 6 | | 2 | 3 | 4 | 5 | 6 | 2 - 6 Spring Break (No School) |
| 9 | 10 | 11 | 12 | 13 | 13 - District PD - Building Day - (No School) | 9 | 10 | 11 | 12 | 13 | |
| 16 | 17 | 18 | 19 | 20 | | 16 | 17 | 18 | 19 | 20 | |
| 23 | 24 | 25 | 26 | 27 | | 23 | 24 | 25 | 26 | 27 | |
| 30 | 31 | | | | | 30 | | | | | |

| | | | | | | | | | | | |
|------------------------|----|----|----|----|--|-------------------|----|----|----|----|--------------------------------|
| November - 2017 | | | | | 19 | May - 2018 | | | | | 21 |
| M | T | W | T | F | 1-3 Fall Parent / Teacher Conferences (K-12 No Students) | M | T | W | T | F | |
| | 1 | 2 | 3 | | 1-3 - Classified Training Days | | 1 | 2 | 3 | 4 | Non-Contracted Day (No School) |
| 6 | 7 | 8 | 9 | 10 | 10- Veteran's Day Observed (No School) | 7 | 8 | 9 | 10 | 11 | |
| 13 | 14 | 15 | 16 | 17 | 22 - Early Release - Students Dismissed 3 hours early | 14 | 15 | 16 | 17 | 18 | |
| 20 | 21 | 22 | 23 | 24 | 23-24 Thanksgiving Holiday (No School) | 21 | 22 | 23 | 24 | 25 | |
| 27 | 28 | 29 | 30 | | | 28 | 29 | 30 | 31 | | 28 - Memorial Day (No School) |

| | | | | | | | | | | | |
|------------------------|----|----|----|----|--|--------------------|----|----|----|----|--|
| December - 2017 | | | | | 10 | June - 2018 | | | | | 11 |
| M | T | W | T | F | | M | T | W | T | F | |
| | | | | 1 | 1 - District Day (No School) | | | | | 1 | |
| 4 | 5 | 6 | 7 | 8 | Elementary Records day/ Secondary PD day | 4 | 5 | 6 | 7 | 8 | |
| 11 | 12 | 13 | 14 | 15 | | 11 | 12 | 13 | 14 | 15 | 15 - Last Day of School - Students dismissed 3 hours early |
| 18 | 19 | 20 | 21 | 22 | 18 - 29 Winter Break (No School) | 18 | 19 | 20 | 21 | 22 | |
| 25 | 26 | 27 | 28 | 29 | | 25 | 26 | 27 | 28 | | 18 & 19 - Make up days if needed |

| Significant Dates | | Elementary Grading Period | |
|--------------------|----------------------------------|--|----------------------------|
| August 15th | New Employee Orientation | August 30 - November 28 | First Trimester (60 days) |
| November | WAAS-DAPE (TBA) | November 29 - March 14 | Second Trimester (60 days) |
| January - February | Winter EOC (TBA) | March 15 - June 15 | Third Trimester (60 days) |
| February - March | WELPA (TBA) | Secondary Grading Period | |
| March | WAAS-DAPE (TBA) | August 30 - October 31 | First Quarter (43 days) |
| March 12- 16 | Classified Employees Week | November 1 - January 25 | Second Quarter (45 days) |
| March - May | Smarter Balance Grades 3-8 | August 30 - January 25 | First Semester (88 days) |
| March | State Testing for Grades 9-12 | January 29 - March 30 | Third Quarter (44 days) |
| April - May | Smarter Balance Grade 11 | April 9 - June 15 | Fourth Quarter (48 days) |
| April | Kindergarten Registration Begins | January 29 - June 15 | Second Semester (92 days) |
| April - June | MSP for Grades 5 & 8 | Parent Teacher Conference Schedule | |
| April 30 - May 4 | Teacher Appreciation Week | Fall Conferences: Wednesday - Friday, flexible times available | |
| May - June | Spring EOC | Spring Conferences: Wednesday, flexible times available | |
| June 8 | WHS Graduation | School Board Approved: | 1/24/17 |
| June 12 | WSHS Graduation | Revised: | REVISED 5-30-17 |

Payroll Information

Rate of Pay

Below are the rates of pay you will receive for the positions listed (all substitute rates are paid at Step 1):

Para-Educator Assist. Child Care - \$11.25 Para Ed- \$ 12.86 Sped Para- \$ 13.73

Secretary Assist. Sec. - \$13.95 Secretary - \$14.67 Director's Sec. - \$15.70
Office Manager Level 7 – \$16.02

Nutrition Service Nutrition Elementary Lead - \$14.75
Nutrition Service Associate II - \$14.35
Nutrition Service Associate I - \$12.95

Custodial \$16.45

Bus Driver \$19.18

Cancelled Assignments

If a 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.

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. Classified Substitutes will be paid based off Aesop 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

You are required to use our direct deposit program where your checks are automatically deposited into your bank account. Please fill out 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 Substitute's first (1st) paycheck with the School District will be mailed to the address on file.

Responsibilities and Expectations

As a member of the substitute staff you are one of the most 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:

1. Maintain the established routines and procedures of the assigned school and classroom.
2. Follow all policies, rules and procedures to which regular para-educators are subject.
3. If you have questions about your assignment, review them with the teacher or secretary.
4. Verify with the school secretary that your attendance will or will not be required on the following day.

Below is a more detailed list of our substitutes responsibilities and expectations while working for the WSD.:

Appearance

Substitutes should come to work in comfortable, casual, professional clothing. Clothing should not allow for overexposure and be appropriate for the grade level of the students they are working with.

Starting the Day

- Arrive on time per the time listed in Aesop. ***The time listed in Aesop 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.
- **Go directly to the school office.** Inform the person at the front desk you are there to substitute and state the name of the absent employee. Sign the necessary form and check the absent employee's schedule. If the school secretary does not apprise you on an unusual school schedule change such as fire drills, altered class schedules, or activity days, be sure to ask if they are planned.
- **If you receive short notice of an assignment**, it may be difficult to arrive by the time indicated in AESOP. 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 AESOP**, 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
- **After checking in at the office**, 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.
- **Substitutes need to sign out at the office** prior to leaving and should not leave before the end time that was listed in AESOP unless authorized to do so.

Dependability

Attendance and punctuality convey how seriously you take your job even in a temporary position such as a substitute has. When you accept an assignment remember that your assigned classroom teacher and the students you work with count on you being at work and on time every day that you have agreed to work. If you must cancel give as much notice as possible. We understand that situations occur that create last minute cancellations. Should this occur, log into AESOP and remove your name immediately and contact the building office so they know and have time to attempt to fill the opening.

Classroom/Student Control

You have a definitive and important role in the education of children. The following suggestions may help you maintain good class routines, provide for an efficient learning situation and establish mutual respect of teacher and students.

- Introduce yourself – Explain why you are there and that class will be conducted as usual per the teacher’s instructions
- Be patient – It is natural for students to test a substitute. 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 student 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.
- 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 teacher.

Maintain Confidentiality and Professional Behavior

Substitutes have an ethical and legal responsibility in regards 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 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 Substitute develops a negative reputation and is not invited back. Discuss any problems or concerns with the building principal or the Human Resources office.

Substitute/Student Relationship

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. 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, ect, is to be done on your own time and not during your 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. Staff are not to share personal information with students, which would include: staff’s life experience with drugs, alcohol, and/or any other behaviors that would be deemed inappropriate for students. Additionally, staff may not sell students items, nor borrow items from students. Staff is 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.

Advice from Special Educators for 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 particular students with identified special needs. Whichever is the case, here are some thoughts on how to facilitate the learning of these students.

1. Respect is the key attitude for success with all children
2. These children may have a variety of learning challenges. Do not think first of their special needs, but think of them first as learners.
3. 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.
4. 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.
5. If there are problems, do not single out a child in front of class, but deal with him or her privately.
6. Many children with special needs have Individualized Education Plans (IEPs). Consult these plans when available, as they provide structure for the student’s learning. The teacher should have daily plans drawn from these IEPs.
7. You often may be privy to confidential information about children with special needs. It is critical that all information you obtain about children during your teaching day remains confidential. Depending on the grade level, the students may feel self-conscious that you know they have learning challenges, which can set up a defensiveness on their part.
8. During your day, you may need to locate yourself in close proximity to these children to offer assistance and help them stay focused. A gentle reminder will oftentimes suffice for them.
9. 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.
10. Do not hesitate to ask for assistance from the principal or another teacher if you have concerns or questions during the day.
11. Carefully note the daily schedules for the special needs children, as 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.
12. There may be teaching equipment or machines in these classes. Check with the instructional assistant, the principal, or another teacher before using these items.

Positive Behavior Interventions and Supports (PBIS)

Basic Guidelines

- When possible, build upon existing relationship with student 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 student's behavior is not appropriate; asks 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.
- 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. It is also a good idea to dress in layers. Building and room temperature vary greatly.

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.
- Leave the classroom in the same condition as when you arrived.
- Check out with the front desk. Have your time sheet signed and return any keys or materials.

Annual Substitute Expectations

Reasonable Assurance

Return the Reasonable Assurance form (not an employment contract). Each year the District emails all Substitutes a reasonable assurance form. This informs the District you would like to remain on the active substitute list. Failure to return the reasonable assurance by June 30th may result in you being deactivated from the substitute list.

Washington State Sexual Misconduct Release Form

Indicate in the space provided at the bottom of the annual reasonable assurance form if you subbed/worked at any other school districts in the prior school year - A sexual misconduct disclosure (SMDR) form is required by state law to be sent to any school district a returning 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

Note: SafeSchools is offline until late August each year for maintenance.

Complete annual SafeSchools training online. Each year all Substitutes are required to complete SafeSchools training online. Work with building office managers and teachers to complete these or do them at home.

Encouraged, not Required

- WSD requests its 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.
- Substitute preferences for district schools or age groups should be communicated to the Substitute Coordinator so their AESOP profile reflects these preferences.
- When you've found your forever job and you won't be available, let us know!

Communication is important, always notify WSD of any email or phone number changes in addition to address changes. these are critical in getting annually required documents to substitutes for completion.

Other Important Information

Welcome Back Breakfast

Prior to the start of school the District will host a welcome back breakfast for all Substitutes. The purpose of this breakfast is to update Substitutes of changes for the coming school year, review expectations and provide time for required SafeSchool training. The District will compensate Substitutes a half day (3 hours), on a timesheet, for their time to attend the breakfast and release time for annual safeschools training. Attendance at this meeting is required to timesheet for the training.

Substitute Feedback

Regular teachers are asked to submit feedback on the Substitutes that are assigned to their class or those they observe during an assignment. Feedback on Substitutes is kept in the Substitute's file at the District office. Feedback from regular teachers is kept confidential. Substitutes may request a meeting to review their substitute file.

Removal from the Substitute List

All Substitutes 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.

Aesop

The Wenatchee School District uses an automated substitute calling system called Aesop. Once on the active substitute list you will receive a login ID and pin number (emailed to personal email on file). The ID and pin are specific to you and should not be shared. You will use the ID and pin to login to the system to accept, deny and change specific information. Please refer to pages later in this book for additional information and instructions on using Aesop.

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

Breakfast: Breakfast may be purchased for \$2.25

Lunch: Lunch may be purchased for \$3.50 Elementary.

To get your lunch cards call Nutrition Services at 662-9345.

Accident 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 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.

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.



- 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.



- 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 onto 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 restrooms 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 the 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

1. **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.
2. **Asthma:** Students who self-carry inhalers for asthma must be allowed to use the inhaler in class if necessary.

FRONTLINE ABSENCE MANAGEMENT

1. Accepting and Canceling Jobs in Frontline 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 calling Absence Management and following the prompts to cancel a job or going online and cancelling. If you are cancelling a job within one (1) hour of the start time, 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 in. 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 cancelled another job can not be taken on the same day.

2. Substitute Requests

If a Paraeducator or Teacher asks you to substitute for him/her, always call the Absence Management line or look online to make sure the 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 Substitute Coordinator at 509-663-8162 Ext 33250. The job will go to the substitute that accepted the job through the Absence Management system. If a specific Paraeducator or teacher asks for you repeatedly suggest they add you to their Sub Preference list or their Fav5. Being in their Fav5 list gets the sub immediate notification when an absence is entered in the system.

3. Absence Management Calling Times

The system calling times are set to start at 05:30 AM and continue until 9:00 PM. The system will call in the morning only for jobs that day. The system will not leave a message on an answering machine. It will start to call out for future jobs in the afternoon.

4. 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.

5. Time Off/ Unavailability

If you know you will not be available to work a specific date, please enter in 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.

Thank you for choosing to be a WSD substitute. We wish you a successful and rewarding school year.

Best Wishes,

Dianna Miller
Substitute Coordinator
509-663-8162 Ext 33250



Aesop

Aesop Phone number 1-800-942-3767

When Aesop calls you

When you answer the phone, say "Hello" so Aesop knows you answered.

Aesop will announce the School District Name and the School Name.

Enter your Pin number followed by the pound key (#)

Aesop will then read off the details of the assignment that it is calling you for.

Press the following:

1. To accept the assignment
2. Hear the assignment again
3. Reject that assignment but allow additional calls for the same day
4. Reject that assignment and prevent additional calls for the same day

When you have successfully accepted an assignment Aesop will play back the Confirmation Number

When you call Aesop

Dial 1-800-942-3767

Enter your ID number followed by the pound key (#)

Enter your PIN number followed by the pound key (#)

Press 1 to hear a list of available assignments

Aesop will play you a list of up to five (5) available assignments

Press the following:

1. To accept the assignment
2. To hear the assignment again
3. To reject this assignment and not it again
4. To listen to the next assignment
5. To replay a bypassed assignment

To return to main menu

Ways you can be proactive with the system

1. Call or log into the system and check on open jobs so you can plan ahead.
2. Change the phone number the system uses to contact you if necessary.
3. Notify the system not to call you again during a calling period if you do not want to be disturbed.
4. Make yourself temporarily unavailable when you know you will not be able to accept any jobs for a day or more.
5. Change your daily availability.
6. Call and review your future assignments.

Things to remember

1. Keep your PIN handy. The system will ask for your PIN before it will allow you to hear jobs or interact with the system.
2. Listen for the confirmation number. **If you don't get the confirmation number you do not have the job.** The confirmation number is your receipt for accepting the job. Record the confirmation number on your time sheet and on the sign-in sheet at the location.
3. If you need to cancel a job, call the system right away so it can begin calling to fill that job.

4. If you decline a job the system may continue to call you for other jobs during that same time period unless you use the "Specify Call Times" function. If you continually decline jobs the system will put you on a reduced call
5. When the system calls you, you are expected to make the decision to **accept** the job, or **decline** the job.

How to Access AESOP by Internet

You may also search for available jobs anytime on the web at www.aesoponline.com. The following instructions are also available on your AESOP homepage once you have successfully logged in.

Logging in to AESOP

Go www.aesoponline.com enter your ID and PIN number and click the "Go" button.

NOTE: Your ID is your ten-digit primary phone number and your PIN number is generally the last four numbers of your phone number. Issues when a pin is being set up can require a different pin be set up, so although this is the rule there are exceptions..You may change your PIN number at any time. Any changes to phone numbers will change both your ID and your pin, when this happens an email is sent to your personal email address on file.

This is your personal homepage of AESOP. You are able to search for assignments as well as manage your schedule.

How Do I Find Jobs?

The screenshot shows the AESOP web interface with the following callouts:

- Top Left:** "You can easily see all of your available jobs at a glance." (points to the calendar view)
- Top Right:** "View and accept available jobs, see scheduled job details, and create non-work days just by clicking any date on the Calendar!" (points to the calendar)
- Bottom Left:** "Green means there is at least one available job that day." (points to green dates on the calendar)
- Bottom Right (Job List):**
 - "Accept or reject jobs with a single click." (points to the 'Accept' and 'Reject' buttons)
 - "An orange map marker means you can click to view a map or get directions for the job." (points to the map icon)

| Date | Time | Duration | Location | Actions |
|---------------------------------|-------------------|----------|--------------------------|---------------------|
| Fri, 3/30/2012 | 8:00 AM - 3:00 PM | Full Day | Sawyer Elementary School | Reject, Accept |
| Mon, 4/9/2012 | 8:00 AM - 3:00 PM | Full Day | Vanderbilt High School | Reject, Accept |
| Tue, 4/10/2012 - Thu, 4/12/2012 | 8:00 AM - 3:00 PM | Full Day | Sawyer Elementary School | Reject, See Details |

How Do I See My Schedule?

Your upcoming work schedule and details like notes and attachments are easy to find!

Blue means that you have accepted a job either in the past or the future.

You can see all of your scheduled jobs in an easy-to-read list.

Notes and attachments for each job are shown here.

Just in case you ever need to cancel a scheduled job

| Date | Time | Duration | Location | Conf # | Cancel |
|---------------------------------|--------------------|-------------|--------------------------|-----------|--------|
| Mon, 3/26/2012 - Tue, 3/27/2012 | 11:31 AM - 3:00 PM | Half Day PM | Sewyer Elementary School | #78176966 | Cancel |
| Mon, 4/2/2012 - Tue, 4/3/2012 | 7:45 AM - 4:45 PM | Full Day | Dell Middle School | #78176971 | Cancel |
| | | | Report to: Main Office | #78176991 | Cancel |

How Do I View My Work History?

Easily look up your past work history up to 366 days back!

Look here to view your work history up to 366 days back.

Blue dates on this page show your work history for the date range you have selected.

Choose a pre-set date range to view all the jobs you worked during that period.

You can even do a custom date range to see when you worked over a specific period of time.

| Date | Time | Duration | Location | Conf # | Details |
|---------------------------------|-------------------|----------|------------------------|-----------|-------------|
| Mon, 2/20/2012 - Fri, 2/24/2012 | 7:45 AM - 4:45 PM | Full Day | Dell Middle School | #78177579 | See Details |
| | | | Report to: Main Office | #78177582 | See Details |

How Do I Create Non-Work Days?

Easily create and remove non-work days right from the new non-work day tab.

Dark gray dates on this page show any non-work days you have created.

Everything you need to view, create, or remove non-work days is right here.

Don't want to work a certain day (or days)? It's right at your fingertips.

Easily remove non-work days you previously created.

How Do I Configure My Settings (Personal Info, Call Times, & Schools/Districts Where I Work)?

Easily set up your preferences, like personal contact info, schools and districts you work at, call times, and more!

Personal Info shows your email address and phone number.

Choose the schools where you prefer to work.

Specify the times you want Aesop to call you.

If you work in multiple districts, you can manage them from one place.

View and edit all of your Aesop preferences from one central location.

Easily change your email address or phone number in Aesop.

AESOP Notifications

If one of your assignments is ever cancelled, you may receive notification in the following ways:

When you first log into the AESOP web site, a Substitute Notification Page will appear. AESOP requires that you confirm that you have read the notification before you can proceed to your home page. AESOP will give you the absence details, Confirmation Number, Date, Start and End times, Location(s), Date/Time Removed and Employee Name.

- Hide Details simply removes the Date, Times and Location(s) information.
- Show Details provides the Date, Times and Location(s) information.

Click the Confirm Notifications button to confirm you have read the information and proceed to your home page. If you have an e-mail address defined on AESOP, you may receive a notification via e-mail. The email will contain a link that you can click on to let AESOP know that you received the notification.

AESOP may also notify you of the absence cancellation when you call into the system. You will hear the details of the notification after you login, and once you confirm that you heard the notification you can proceed to the main menu. For your benefit, please call AESOP or go online and verify the assignment prior to reporting to work.

School Start Times

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

| <u>Building</u> | <u>Monday Start Time</u> | <u>Tues-Fri Start Time</u> |
|---------------------------------------|---------------------------------|-----------------------------------|
| Abraham Lincoln Elementary | 9:45-2:45 | 8:15-2:45 |
| Columbia Elementary | 9:20-2:20 | 7:50-2:20 |
| Lewis and Clark Elementary | 9:45-2:45 | 8:15-2:45 |
| Mission View Elementary | 9:45-2:45 | 8:15-2:45 |
| John Newbery Elementary | 9:20-2:20 | 7:50-2:20 |
| Sunnyslope Elementary | 9:30-2:45 | 8:00-2:45 |
| Washington Elementary | 9:45-2:45 | 8:15-2:45 |
| Foothills Middle School | 9:30-2:45 | 8:00-2:45 |
| Orchard Middle School | 9:30-2:45 | 8:00-2:45 |
| Pioneer Middle School | 9:45-3:00 | 8:15-3:00 |
| Wenatchee High School | 9:45-3:00 | 7:00-3:00 |
| Westside High School | 10:00-2:36 | 8:30-2:37 |
| Wenatchee Valley Tech Skill Center | | 7:45-10:35 AM 12:00-2:40 PM |
| Castle Rock Early Childhood Lrng Cntr | | 09:00-11:30 AM 12:15-02:45 PM |

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

District Directory

WENATCHEE SCHOOL BOARD

Robert Sealby– President, Laura Jaecks – Vice President
Claudia De Robles, Dr Walter Newman, Jennifer Talbot

ADMINISTRATIVE STAFF

Superintendent of Schools..... Brian Fiones
Deputy SuperintendentJon DeJong
Assistant Superintendent of Learning and Teaching.....Jodi Smith Payne
Chief Financial Officer.....Les Vandervort
Exec Dir. of Human ResourcesLisa Turner
Exec. Dir. Of Student Services.....Mark Helm

DIRECTORY OF SCHOOLS-PROGRAMS

| | | |
|--|----------|---------------|
| Abraham Lincoln Elementary, 1224 Methow Tim Sheppard, Principal; Flor Mendoza, Office Manager Janell Royster, Assistant Principal | 663-5710 | Fax: 662-6831 |
| Columbia Elementary, 600 Alaska Si Stuber, Principal; Donna Young, Office Manager Janell Royster, Assistant Principal | 662-7256 | Fax: 664-2910 |
| John Newbery Elementary, 850 Western Kevin Loomis, Principal; Kathy Fulkerson, Office Manager TBD, Assistant Principal | 664-8930 | Fax: 664-8940 |
| Lewis & Clark Elementary, 1130 Princeton Alfonso Lopez, Principal; Adriana Campos, Office Manager TBD, Assistant Principal | 663-5351 | Fax: 663-7412 |
| Mission View Elementary, 60 Terminal Jeff Jaeger, Principal; Alejandra Chimal, Office Manager Gracie Helm, Assistant Principal | 663-5851 | Fax: 667-1117 |
| Sunnyslope Elementary, 3109 School Street David Perkins, Principal; Deanne Ericksen, Office Manager | 662-8803 | Fax: 664-5094 |
| Washington Elementary, 1401 Washington Keith Collins, Principal; Deb Lewin, Office Manager Gracie Helm, Assistant Principal | 662-5504 | Fax: 662-9227 |
| SPED – Castlerock @ Washington Elementary 112S. Elliott Trisha Craig, Special Education Director; Gina Oliver, Directors Secretary Annika Bibby, Assistant Director Special Education | 663-7117 | |
| Foothills Middle School, 1410 Maple Mark Goveia, Principal; Sheli Franklin, Office Manager Chad Morgan, Assistant Principal | 664-8961 | Fax: 663-6610 |
| Orchard Middle School, 1024 Orchard Taunya Brown, Principal; Julee Accardo, Office Manager Jeremy Wheatley, Assistant Principal | 662-7745 | Fax: 663-8042 |
| Pioneer Middle School, 1620 Russell Robert Cline, Principal; Lisa Johnson, Office Manager Dan Wilson, Assistant Principal | 663-7171 | Fax: 663-0453 |
| | 663-8117 | Fax: 663-2573 |

Wenatchee High School, 1101 Millerdale

Eric Anderson, Principal; Kim White, Office Manager
Ricardo Iniguez, Associate Principal
Donna Moser, Assistant Principal
BJ Kuntz, Dean of Students
Jacob Bucholz, Dean of Students

Athletics – Activities, 1101 Millerdale

James Beeson, Athletics Director; Deanna Roman, Secretary
LeAnn Branam, Assistant Athletic Director

663-3384

Fax: 663-6905

WestSide High School, 1510 Ninth

Kory Kalahar, Principal; Gretchen Mann, Office Manager
Scott Granger, Dean of Students

663-7947

Fax: 664-3005

Wenatchee Valley Technical Skills Center. 327 E. Penny Rd

Pete Jelsing, Director; Marilee Campbell, Office Manager
Scott Granger, Dean of Students

662-8827

Skill Source Learning Center, 233 N. Chelan Street

Kory Kalahar, Principal; Anne Miland, Secretary

663-3369

Juvenile Detention Center, 316 Washington

Kory Kalahar, Principal; Anne Miland, Secretary

664-5350

Fax: 664-5583

Valley Academy of Learning, 1911 N. Wenatchee Ave.

Greg Lovercamp, Program Administrator; Susan Seabeck, Secretary

662-6417

Fax: 663-4597

Department Listings

| | | |
|--|--|---------------|
| Superintendents Office, 235 Sunset Avenue Brian Fones, Superintendent Lindee Akers, Sup. Executive Secretary | 662-8161 ext. 33223 | Fax: 663-3082 |
| Deputy Superintendent, 235 Sunset Avenue Jon DeJong, Deputy Superintendent Barbara Larkin, Administrative Secretary | 664-3707 ext. 33246 ext. 33227 | Fax: 663-3082 |
| Learning and Teaching, 235 Sunset Avenue Jodi Smith Payne, Assistant Superintendent Angie Knudtson, Administrative Assistant Sarah Hanchey, Director of Curriculum and Instruction Kassie Wright, Directors Secretary Mike Lane, Assistant Director of Instructional Programs Silvia Mendoza, Directors Secretary of Instructional Programs | 664-3707 ext. 33304 ext. 33307 ext. 33337 ext. 33338 ext. 33350 | Fax: 663-3082 |
| Finance, 235 Sunset Avenue Les Vandervort, Chief Financial Officer Tammy Hubensack, Director of Payroll Karen Walters, Director of Accounting Denise Watson, Accounting Coordinator Penny Shea, Payroll Specialist A-H Jennifer Henderson, Payroll Specialist M-Z TBD, Assist. Account/Payroll Specialist I-L | 663-8162 ext. 33228 ext. 33232 ext. 33235 ext. 33249 ext. 33239 ext. 33243 ext. 33249 | Fax: 663-5929 |
| Human Resources, 235 Sunset Avenue Lisa Turner, Executive Director of Human Resources Heather Bellamy, Director of Human Resources Andrea Komro, Human Resources Specialist A-K Stacy Humphries, Human Resources Specialist L-Z Kelly Lopez, Benefits Coordinator Dianna Miller, HR Secretary / Substitute Coordinator | 663-8162 ext. 33238 ext. 33224 ext. 33247 ext. 33226 ext. 33236 ext. 33250 | Fax: 663-3082 |
| Career and Technical Education, 1101 Millerdale Dennis Conger, Director Michelle Mahoney-Holland, Directors Secretary | 662-8754 ext. 33306 ext. 33305 | |
| Special Education, Castlerock, 112 S. Elliott Trisha Craig, Director Annika Bibby, Assistant Director Gina Oliver, Directors Secretary | 663-7117 | Fax: 662-9227 |

| | | |
|---|--|---------------|
| Special Programs, 235 Sunset Avenue Bill Eagle, Director St & Fed Programs Cynthia Valdez, Assistant Director Christine Rehwald, Directors Secretary Angie Beeson, Directors Secretary St & Fed Programs | 662-9634 ext. 33320 ext. 33248 ext. 33318 ext. 33313 | Fax: 663-3082 |
| Technology, 1001 Circle Street Dave Yancey, Director of Operational Technology Ron Brown, Director of Inst. Tech./Assessment Laurie Hunter, Doc. Control/Web Design Specialist Autumn Ferguson, Prof. Dev Registrar/ Inst Tech | 664-3865 | Fax: 663-0344 |
| Student Services/ Child Care, 235 Sunset Avenue Mark Helm, Executive Director of Student Services Maria Iniguez, Administrative Assistant Janet Hill, Information Processing Coordinator | 663-8162 ext. 33323 ext. 33221 ext. 33240 | Fax: 663-3082 |
| Maintenance and Operations, 1001 Circle Street Greg Thompson, Director Brian Brockie, Assistant M&O Director Crystal Overbay, Directors Secretary Janice Williams, Assistant Directors Secretary | 663-0555 | Fax: 663-0344 |
| Nutrition Services, 1001 Circle Street Chris Lutgen, Director Kendra Macon, Directors Secretary Hope Mejia, Directors Assistant Secretary | 662-9345 ext. 33326 ext. 33325 ext. 10254 | Fax: 663-0244 |
| Transportation, 1201 Millerdale Bob Sanford, Director Kim Graves , Directors Secretary Debbie Manke, Transportation Router | 662-6168 | Fax: 662-6776 |
| Safety and Security, 1201 Millerdale Adam Bergstrom, Safety/ Security Director Julie Schwarz, Directors Secretary | 663-1248 ext. 13229 ext. 13234 | |

Who to contact if you have Questions

Kelly Lopez- Benefits Coordinator

- Accident while on the job
- Health Benefits

Dianna Miller – HR Secretary/ Substitute Coordinator

- Absence Management (formerly AESOP)
- Update personal information
- Questions regarding substituting

Jennifer Henderson or Penny Shea - Payroll Specialist

- Paycheck questions

School Administrator (Principal)/ Office Manager

- Student or staff issues
- Accident while on the job
- Student accident
- Questions about subbing in that building

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, innuendoes, 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 it the district deems 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.

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.

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.

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.

School officials shall 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 shall be subject to discipline, including a one-year expulsion for a violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis.

Adoption Date: 6.14.11
Wenatchee School District

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 to 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

State Retirement Information

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

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.

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

2017 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 available through Wenatchee School District 246, WA. This notice provides a brief explanation of the provisions, policies and rules that govern the 403(b) and 457(b) Plans.

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

All 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 2017 Basic Contribution Limit for each plan is \$18,000.

Additional provision allowed if selected by the employer:

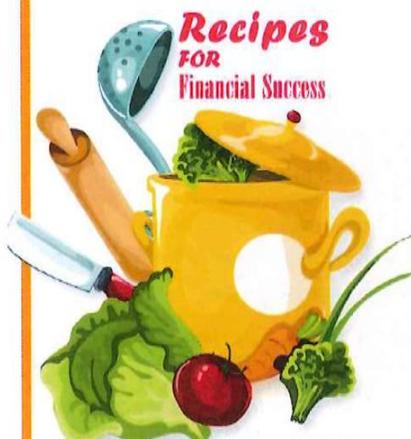
Age-Based Additional Amount

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.



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.

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.

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.

Hardship Withdrawals

Participants may be able to take a hardship withdrawal in the event of an immediate and heavy financial need. According to IRS Safe Harbor regulations, to be eligible for a hardship withdrawal, a participant must have exhausted all other available financial resources. The eligibility requirements to receive a Hardship withdrawal are provided on the Hardship Withdrawal Disclosure form at www.tsacg.com. After receiving a hardship withdrawal, the participant may not make voluntary contributions to any employer sponsored retirement plan for a period of six months.

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.



TSA Consulting Group
website:
www.tsacg.com
Plan Administrator
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