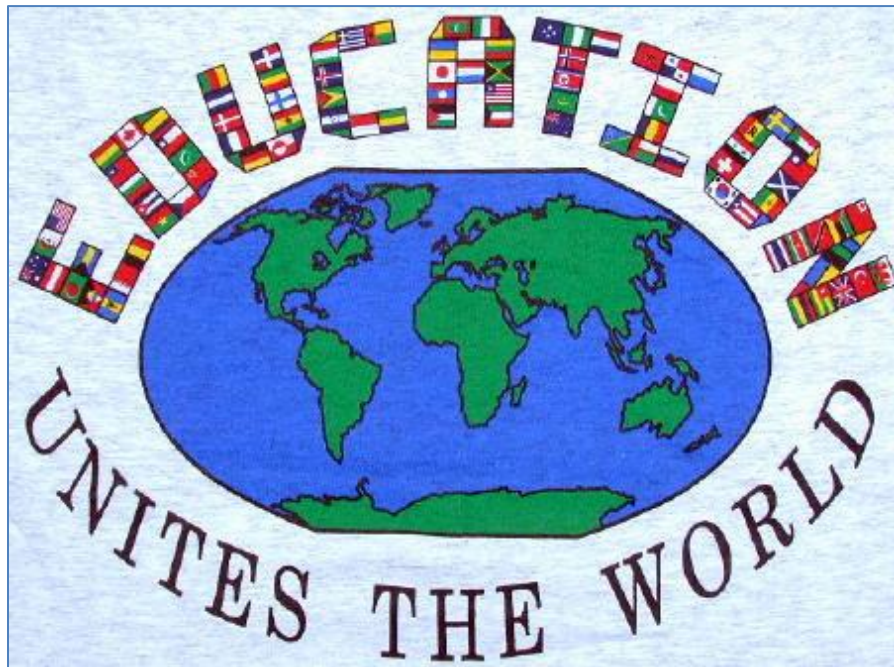




**Snoqualmie Valley School District**

# **SUBSTITUTE HANDBOOK**



**Substitute Coordinator (425) 831-3884**

**(6:00 AM – 9:30 AM)**

**Jeanette Meek**

# TABLE OF CONTENTS

Introduction.....	2
District Mission Statement.....	3
District Directory .....	4
School Calendar .....	5
Report/Release Times .....	6
Rate of Pay .....	7
Payday.....	7
Inclement Weather/School Emergency Closure Information.....	7
District Expectations for Substitutes.....	8
Tips for Substitutes.....	1
0	
Substitute Feedback .....	1
2	
Tax Deferred 403(b) Program Investments .....	1
3	
Important District Policies.....	1
4	



# Snoqualmie Valley

## Public Schools

---

8001 Silva Avenue S.E., PO Box 400, Snoqualmie, WA 98065  
Phone (425) 831-8000 ♦ Fax (425) 831-8040 ♦ [www.svsd410.org](http://www.svsd410.org)

## INTRODUCTION

Welcome to the Snoqualmie Valley School District (District)! We are excited you have decided to join our educational team, and we look forward to this school year.

Your role as a substitute is essential to the success of our educational program. Only through your services and those of other substitutes can learning continue when regularly assigned staff members are not present.

You are highly valued by the District, and we appreciate the services you provide and your commitment to our quality educational program.

This handbook provides you with some necessary information regarding substituting in the District. Please review it carefully, and do not hesitate to contact Personnel with any questions you may have. Personnel can be contacted at (425) 831-8000.

As a substitute for the District, you are responsible for understanding and following all the guidelines and policies set forth in this Substitute Handbook as well as District policies and procedures which are located on the District website at [www.svsd410.org](http://www.svsd410.org).

**Important:** Please note that as a substitute employee of the District, you are considered an at-will employee under Washington State law and that either party can end the relationship at any time. Nothing in the offer of substitute employment by the District, this Substitute Handbook, or other District employment documents, or other oral communications by District employees shall be deemed to create an employment contract or to modify the at-will relationship between the District and the substitute employee. No District employee other than the Superintendent of the District has the authority to bind the District to an employment contract or to any sort of agreement to modify that at-will employment of a substitute employee. Substitute employment does not create any continuing contractual rights with the District.

Again, we welcome you to the Snoqualmie Valley School District, and we are looking forward to working with you.

# OUR MISSION

Educate all Snoqualmie Valley children to prepare them for college, career, and citizenship.

# OUR VISION

To become the best school district in Washington State by any measure.

# WE VALUE

- A focus on success for all students
- A clear and open communications environment
- Collaboration at all levels
- Dedication to continuous improvement and best practice
- Mutual respect
- Positive relationships
- High quality instruction
- Honesty and integrity
- Leadership
- Striving for innovation and excellence
- Transparent governance

# BOARD OF DIRECTORS

Carolyn Simpson  
Melissa Johnson  
Gary Fancher  
Geoff Doy  
Dan Popp

# DISTRICT DIRECTORY

**District Administration Center 831-8000**

8001 Silva Avenue SE  
 P. O. Box 400  
 Snoqualmie, Washington 98065

- Robert Manahan, Superintendent 8007
- Kim Roeber, Supt. Secretary 8007
- Ryan Stokes, Assistant Superintendent 8011
- Lori Becker, Payroll Officer 8014
- Jeff Hogan, Assistant Superintendent 8019
- Laurie Edwards, Admin. Secretary 8019
- Nancy Meeks, Exec. Director Student Services 8015
- René Reynolds, Admin. Secretary 8015
- Dan Schlotfeldt, Exec. Director Elementary Education 8018
- Ginger Callison, Assoc. Director Secondary Education 8018
- Darlene Lane, Admin. Secretary 8018
- Lynn Heikkila, Human Resources Director 8002
- Vivian Ma, H.R. Admin. Assistant 8001
- Bill Davis, Operations Director 8005
- Michelle Navarre, Secretary 8031
- Pam Chambers, Food Services Director 8009
- Nancy Parsons, Secretary 8030
- Carolyn Malcolm, Public Information Officer 8423
- James Garhart, Transportation Director 8021

**Mount Si High School-Main Campus 831-8100**

8651 Meadowbrook Way SE  
 Snoqualmie, Washington 98065

- John Belcher, Principal
- Greg Hart, Associate Principal
- Sana Tariq, Assistant Principal
- Christi Wright, Head Secretary

**Mount Si HS-Freshman Campus 831-8450**

9200 Railroad Avenue SE  
 Snoqualmie, Washington 98065

- Vernie Newell, Associate Principal
- Amy Moszeter, Head Secretary

**Chief Kanim Middle School 831-8225**

32627 SE Redmond/Fall City Road  
 P. O. Box 639  
 Fall City, Washington 98024

- Michelle Trifunivoc, Principal
- Mark Allen, Assistant Principal
- Tanya Alter, Head Secretary

**Twin Falls Middle School 831-4150**

46910 SE Middle Fork Rd  
 North Bend, WA 98045

- Jeff D'Ambrosio, Principal
- Megan Botulinski, Assistant Principal
- Connie Shroades, Head Secretary

**Cascade View Elementary 831-4100**

34816 SE Ridge Street  
 Snoqualmie, Washington 98065

- Jim Frazier, Principal
- Kaaren Kim, Assistant Principal
- Bernice Springings, Head Secretary

**Fall City Elementary 831-4000**

P. O. Box 200  
 Fall City, Washington 98024

- Katelyn Long, Principal
- Robin Earl, Assistant Principal
- Jennie Uhles, Head Secretary

**North Bend Elementary 831-8400**

400 E. 3rd. St  
 North Bend, Washington 98045

- Stephanie Shepherd, Principal
- Valerie Li, Assistant Principal
- Sue Berhold, Head Secretary

**Snoqualmie Elementary 831-8050**

39801 SE Park Street  
 Snoqualmie, WA 98065

- John Norberg, Principal
- Valerie Li, Assistant Principal
- Shannon Smith, Head Secretary

**Opstad Elementary 831-8300**

1345 Stilson Avenue SE  
 North Bend, Washington 98045

- Ryan Hill, Principal
- Robin Earl, Assistant Principal
- Lori Eubank, Head Secretary

**Timber Ridge Elementary 831-3825**

34412 SE Swenson Dr  
 Snoqualmie, WA 98065

- Amy Wright, Principal
- Kaaren Kim, Assistant Principal
- Lindsay Logsdon, Head Secretary

**Two Rivers Alternative 831-4200**

330 Ballarat Ave N  
 North Bend, Washington 98045

- Rhonda Schmidt, Principal
- Maria Kritsonis, Head Secretary



## Snoqualmie Valley School District No. 410 2018 - 2019 District Calendar

M	T	W	TH	F
<b>AUGUST</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	*29	30	31

M	T	W	TH	F
<b>SEPTEMBER</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

M	T	W	TH	F
<b>OCTOBER</b>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

M	T	W	TH	F
<b>NOVEMBER</b>				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

M	T	W	TH	F
<b>DECEMBER</b>				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**Mount Si High School**  
 First Semester Ends: 1/18/19  
 Second Semester Ends: 6/13/19

**Middle Schools**  
 First Semester Ends: 1/18/19  
 Second Semester Ends: 6/13/19

**Elementary Schools**  
 First Trimester Ends: 11/9/18  
 Second Trimester Ends: 3/1/19  
 Third Trimester Ends: 6/13/19

**August, 2018**  
 29 First Day of Classes for 1-12

**September, 2018**  
 3 Labor Day  
 4 First Day of Kindergarten

**November, 2018**  
 12 Veterans Day-Observed  
 16 K-12 Parent Conferences  
 19 K-12 Parent Conferences  
 20 K-12 Parent Conferences  
 21 K-12 Parent Conferences  
 22 Thanksgiving Day  
 23 Thanksgiving Holiday

**December, 2018**  
 December 20, 2018 through January 1, 2019 - Winter Break

**January, 2019**  
 1 New Year's Day  
 2 Classes Resume  
 21 Martin Luther King, Jr. Holiday  
 22 K-12 Teacher Workday

**February, 2019**  
 18 Presidents' Day  
 19-22 Mid-Winter Break

**March, 2019**  
 11 & 12 Kindergarten Parent Conferences

**April, 2019**  
 8 - 12 Spring Break

**May, 2019**  
 24 Non-School Day - 1st make-up day if needed  
 27 Memorial Day

**June, 2019**  
 5 Graduation - Two Rivers School  
 6 Last Day of Classes for Preschool & TLC Students  
 7 Graduation - Mount Si High School  
 13 Last Day of Classes for K-12 Students

**Make-up days if necessary: June 14, 17, 18, 19, 20, 21**  
*Semester dates determined at District level and subject to change.*  
**\*Please note May 24th prior to Memorial Day weekend may be used as a make-up day if needed.**

Please check the District website for more detailed and updated information.

M	T	W	TH	F
<b>JANUARY</b>				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

M	T	W	TH	F
<b>FEBRUARY</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

M	T	W	TH	F
<b>MARCH</b>				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

M	T	W	TH	F
<b>APRIL</b>				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

M	T	W	TH	F
<b>MAY</b>				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	*24
27	28	29	30	31

M	T	W	TH	F
<b>JUNE</b>				
3	4	5	6	7
10	11	12	*13	14
17	18	19	20	21
24	25	26	27	28

**Legend**  
 \* First/Last Days of School  
 No School/Holidays  
 Parent Conferences  
 Make-up Days if Needed

Adopted 12/8/16

# REPORT/RELEASE TIMES

These are approximate times. Please confirm the exact times when you accept the assignment.

	Substitute Report Time	Student Start Time	Student End Time	Substitute Release Time
<b>Mount Si High School</b>				
Full Day	7:10	7:40	2:19	2:49
Early Dismissal Friday	7:10	7:40	12:19	12:49
<b>Two Rivers School</b>				
Full Day	8:30	9:00	3:00	3:30
Early Dismissal Friday	8:30	9:00	1:00	1:30
<b>Chief Kanim Middle School</b>				
Full Day	7:10	7:40	2:34	3:04
Early Dismissal Friday	7:10	7:40	12:34	1:04
<b>Twin Falls Middle School</b>				
Full Day	7:10	7:40	2:34	3:04
Early Dismissal Friday	7:10	7:40	12:34	1:04
<b>Cascade View Elementary</b>				
Full Day	8:35	9:05	3:26	3:26
Early Dismissal Friday	8:35	9:05	1:26	1:26
<b>Fall City Elementary</b>				
Full Day	8:35	9:05	3:26	3:56
Early Dismissal Friday	8:35	9:05	1:26	1:56
<b>North Bend Elementary</b>				
Full Day	8:35	9:05	3:26	3:56
Early Dismissal Friday	8:35	9:05	1:26	1:56
<b>Opstad Elementary</b>				
Full Day	8:35	9:05	3:26	3:56
Early Dismissal Friday	8:35	9:05	1:26	1:56
<b>Snoqualmie Elementary</b>				
Full Day	8:35	9:05	3:26	3:56
Early Dismissal Friday	8:35	9:05	1:26	1:56
<b>Timber Ridge Elementary</b>				
Full Day	8:35	9:05	3:26	3:26
Early Dismissal Friday	8:35	9:05	1:26	1:26

# RATE OF PAY

## Certificated Substitutes

Full Day	\$155.00
Three-Quarter Day	\$116.25
Half Day	\$ 77.50

## Classified Substitutes

Bus Driver	\$21.74
Cook's Helper	\$14.27
Custodian	\$18.91
Paraeducator	\$15.27
Secretary	\$18.61

# PAYDAY

Timesheet cut-off is the first day of each month, and substitutes are paid the month following their service. Payday is the last working day of each month.

Example of receipt of payment for services:

A substitute works September 29, 30, October 1, 2.

Payment for September 29 and 30 would be received on the October 31 paycheck.

Payment for October 1 and 2 would be received on the November 30 paycheck.

# INCLEMENT WEATHER

Emergencies such as snow, ice, power outages, and floods alter school and bus transportation schedules.

During inclement weather, check the District website at [www.svsd410.org](http://www.svsd410.org) or call the District's emergency hotline telephone at (425) 831-8494 for school closure or delay information.

If school is delayed, substitutes are expected to report to work at the regular time, if it is safe to do so. If school is delayed one hour, you have up to one hour to safely arrive; if it is delayed two hours, you have up to two hours to safely arrive.



# DISTRICT EXPECTATIONS FOR SUBSTITUTES

## **Substitutes are expected to:**

- Follow all District policies and procedures.
- Sign in and wear an ID badge on school grounds at all times.
- Wear professional attire.
- Show respect for all staff and students.
- Share concerns regarding students with the appropriate school staff only.

## **Essentials for School District Facilities**

- No smoking or tobacco allowed, including on athletic fields and in District vehicles.
- No weapons allowed.
- No drugs or alcohol allowed.
- No use of school equipment for personal purposes allowed.

**Maintain Student Confidentiality:** Substitutes are expected and required to keep all student information that they obtain while working as a substitute for the District confidential. In fact, federal law strictly prohibits school districts and District substitutes from releasing any student information without parent/guardian permission. Student information includes all academic, medical, and personal information. Substitutes cannot take photos of students during their work day and post them publicly without authorization from the school. Student work, like artwork or papers, is also protected by law and cannot be shared publicly without written permission.

Disclosure of student information by a substitute is a violation of the Family Education Rights and Privacy Act of 1974 (FERPA) and may subject the substitute and the District to civil liability. It is very important that you keep information about students confidential. Do not make references to students' abilities in front of other students.

**Personal Business/Cell Phone/Internet:** Substitutes who use electronic devices or attend to personal matters on duty are taking time and attention away from their basic responsibilities and duty to students. Therefore substitutes should avoid behaviors such as reading, letter writing, bill paying, crafts, hobbies, use of cell phone or paging devices, internet browsing, and use of social media while fulfilling their substitute duties.

**Harassment at School:** The District's harassment policies call for a commitment to an educational environment that is free from all types of discrimination and harassment, including sexual harassment, bullying, and intimidation. Substitutes are expected and required to respect and uphold both of these District policies: Policy 3207 – Prohibition of Harassment, Intimidation and Bullying and Policy 6590 – Sexual Harassment which can be located under "Important District Policies" at the end of this handbook. The District asks you to review each of these policies in detail prior to substituting.

**Civility:** The District’s expectation is that a safe, nurturing, and civil culture be maintained at all times. Substitutes are expected and required to respect and uphold Policy 4011 – Civility, which can be located under “Important District Policies” at the end of this handbook. The District asks you to review this policy in detail prior to substituting.

**District Rules and Policies:** The District’s rules and policies are to be followed at all times. You have been provided with several of the most important District policies and procedures. All District policies and procedures can also be found on the District website: [www.svsd410.org](http://www.svsd410.org). In addition, you can seek clarification from any administrator or the Personnel Department if you have any questions or concerns.

**Safe Interaction with Students:** The school board expects that all staff, including substitutes, will strive to set the kind of example for students that will serve them well in their own conduct and behavior and contribute toward a school atmosphere that is friendly but has a degree of formality.

**General Guidelines for Safe Interaction with Students:** All interactions with students should be professional and focused on teaching and learning. These guidelines protect both the student and the substitute.

**Do not:**

- Take a student or students on private outings.
- Initiate social activities with students.
- Have a prolonged verbal exchange with students if you have an impromptu encounter at a public place.
- Provide childcare for students.
- Ask a student to babysit for your family.
- Use a personal email account or personal cell phone to communication with students.
- Engage in social networking with students via Facebook, MySpace, Instagram, Snapchat, Vine, Twitter, or any other social networking website to initiate or maintain relationship(s) with any student that is not consistent with appropriate professional behavior and/or boundaries.

**Communication:** Do not say or write things to a student that you would be uncomfortable sharing with the student’s parents, District/school administrators, or the teacher you are working with.

**Do not:**

- Make any comments that are based on gender or could be construed as sexist.
- Make any comments and/or innuendos that are sexual in nature or could be construed as sexual.
- Make jokes that belittle or diminish another person.
- Give students compliments that focus on physical attributes.
- Initiate conversations or correspondence of a private and/or personal nature with students.

**Working Alone with Students at School**

- Always keep the door open and lights on.
- Do not post anything on class windows that would obstruct a clear view into the room.

**Report Suspected Abuse or Neglect:** As a substitute, you are in the unique position to observe students. If you suspect that a student may be the victim of abuse or neglect, you must report it immediately to the principal/administrator or school counselor.

**Student Accommodations:** Substitute teachers and paraeducators are expected to know which students in their classroom require accommodation. Therefore, the substitute should check with the school office to see which students need accommodation.

## TIPS FOR SUBSTITUTES

**Ability To Relate To Others:** The ability to work successfully with others is essential. Substitutes should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact in a friendly, courteous and respectful manner.

**Negativity:** Substitutes should avoid speaking negatively about students, other teachers, or about the class or school. Negativity is almost never appreciated. The result is often damaging and frequently results in the substitute developing a negative reputation and not being invited back.

**Attire:** Substitutes are expected to dress appropriately and in a professional manner.

**Assignment Preparation:** In most instances, substitute teachers will find that the classroom teacher has left detailed lesson plans. However, substitutes should plan on bringing alternative lessons and learning materials should lesson plans not be left, or if additional learning materials are needed. Substitute teachers should plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, playground and school rules, etc. Substitute teachers should become familiar with this information as soon as possible.

**Following Classroom Lesson Plans:** Most regular classroom teachers leave detailed substitute teacher lesson plans. Classroom teachers expect substitute teachers to follow their lesson plans closely.

**Paraeducators & Use of Students:** Often substitute teachers will not be familiar with classroom or school procedures. If you are fortunate, you will have a paraeducator to assist you. Most often this will not be the case. When there is not a paraeducator, substitute teachers will need to select responsible students to assist them and to provide them with necessary information.

**Emergency Plans & Exits:** Substitutes should identify emergency exits, routes, and procedures for student emergency, evacuation and drills.

**Grading Student Papers:** Substitute teachers should follow the direction of the classroom teacher when it comes to grading student papers. If there are no specific grading instructions from the regular classroom teacher, and the substitute teacher sufficiently understands the work to be graded, then the substitute teacher may grade the student papers prior to leaving for the day, if possible. At a minimum, student papers should be organized, so the classroom teachers can more readily grade them upon their return.

**Taking Roll:** It is the professional and legal responsibility of teachers to ensure accurate student attendance accounting each class period. Missing students should be reported to the school office immediately.

**Use of Controversial Materials/Videos:** Substitute teachers should obtain prior approval from school administration before showing private or commercial videos to students. Only "G" rated or "PG" rated videos will be allowed. Videos need to serve a legitimate educational purpose and should be closely related to the school curriculum. If there is any question regarding the use of particular materials, administrative approval should be obtained prior to substitute teachers using the materials in the classroom.

**Student Use of Computers and the Internet:** Students should not use the internet unless specified by the classroom teacher. All District schools have Internet Use Agreements for every student. If in doubt, do not grant permission. Substitute teachers need to closely monitor student use of computers to ensure their proper educational use. Please be advised that the internet is being filtered in our District.

**Leaving A Comprehensive Report:** Regular classroom teachers want to know how the day went. The names of particular students who were helpful, the names of students who may have been a particular challenge, information about the tasks completed, and any other relevant information should be shared with the regular classroom teacher. It would be helpful for you to leave your contact information in case questions arise.

**Leaving The Room Neat & Clean:** Leave the room neater and cleaner than you found it at the end of the day.

**Principal Observation of Substitute Teachers:** Many substitute teachers desire a regular teaching position. Remember that the principal has many responsibilities and is very busy. Given the time, opportunity, and when requested, most principals will consider observing a substitute teacher who is a long-term substitute or who substitutes frequently at the school.

**Checking Out At The End Of The Day:** Remember to turn your classroom keys in to the office and to find out if your services are needed as a substitute teacher the following day.

**Touching Students:** It is against District policy to use any type of physical punishment with public school students (*i.e.*, corporal punishment is strictly prohibited). Teachers should exercise extreme caution in touching students. Hugging, putting your arms around students, patting, or touching students in any way can easily be misunderstood and can place a teacher at legal and professional risk.

**Punctuality:** Punctuality is extremely important. Reporting to assignments on or before the scheduled start time is always expected. If unforeseen events occur to create tardiness, a phone call must be placed to both the Substitute Coordinator at (425) 831-8000 and the assignment location. Failure to do so may result in the cancellation of your assignment and ability to continue working at the District in the future.

**Supervision:** Supervision of all students is required at all times. Substitutes are expected to monitor and attend to student behavior and in general avoid putting student safety at risk. Students should never be released from the classroom without written authorization from the school office. Any parent or visitor to a building must report to the office to obtain an appropriate pass before entering any classroom; no exceptions to this rule will be accepted. Reminder: all District employees and substitute employees are legally required to report suspected abuse or misconduct of a student by another District employee to an administrator. The District expects that every substitute teacher needs to have the requisite skills to appropriately and safely supervise a classroom of students.

## SUBSTITUTE FEEDBACK

Substitutes are valuable assets to the District; however, situations occasionally arise in which substitutes do not meet the expectations of the District. In the event that a substitute does not perform their duties and responsibilities as determined by the District, administrators, teachers and classified staff have the option of requesting the substitute no longer be returned to their class, assignment, or school/building location.

Incidents that may warrant a substitute to be blocked from a building vary. Some typical reasons include, but are not limited to:

- Conducting personal business during assignment.
- Leaving a job post and/or children unattended.
- Not following tasks and/or lesson plans left by the absent employee.
- Disrespecting or misusing employee personal property and/or District property.
- Failure to properly supervise/manage a classroom/students.
- Using inappropriate language or actions with students or staff.
- Violation of established District policy or procedure.
- Reading newspapers/magazines.
- Not completing all documentation as required by the District.

**Procedure:** Requests are forwarded to the Personnel Department and reviewed by the Personnel Director. The Personnel Director will determine what appropriate action will be taken. This could range from blocking the substitute's access to a classroom or building up to and including removal of the substitute from the District's substitute list. Substitutes who are removed from the District's substitute list will receive written notification and, if requested, may meet with the Personnel Director to request reconsideration.

# TAX DEFERRED 403(B) PROGRAM INVESTMENTS

The District has a voluntary tax-deferred 403(b) program available for all employees and substitutes. The purpose of this program is to allow employees to accumulate savings through tax deferred payroll deductions and have the savings paid out after retirement. This is usually done through a Tax Sheltered Annuity (TSA) purchased from an insurance company or through the purchase of mutual fund shares held in a custodial account. Please consult with your financial advisor before choosing. Many annuity programs and mutual funds are sold through licensed stockbrokers and insurance agents. Many no-load and low-load mutual funds may also be purchased directly from the mutual fund companies. To comply with the new IRS laws beginning January 1, 2009, the District has chosen Envoy Plan Services to administer our Tax Sheltered Annuity program.

Employee's and/or their financial advisors need to contact Envoy Plan Services at 1-800-248-8858 or [www.envoyplanservices.com](http://www.envoyplanservices.com) to obtain a Salary Reduction Agreement and begin enrollment in the District's TSA program.

Employees are allowed only three agreements per calendar year with respect to the *amount deferred* from income, but the choice of investment companies may be changed more often.

**The District does not endorse any broker or product.**

*Salary Reduction Agreement forms are available at the payroll office or on the District website located at [www.svsd410.org](http://www.svsd410.org), under staff resources, nuts & bolts, payroll/benefits.*

# IMPORTANT DISTRICT POLICIES

Policy No. 5610  
Adopted September 10, 2009

## SUBSTITUTE EMPLOYMENT

It is the policy of this school district to attempt to provide the best possible qualified substitute teachers to enhance the quality of the instructional program offered to the students of the District

Substitute teachers will be recruited, employed, and assigned by the Superintendent of schools or designee whenever a teacher's absence requires the employment of a substitute teacher, and whenever such employment may be made within the financial capability of the District.

Cross References:	Board Policy 1610 Board Policy 5612	Conflicts of Interest Temporary Administrators
Legal References:	RCW 28A.330.240 RCW 28A.400.300  RCW 28A.405.900  RCW 41.32.570  RCW 42.23.030(9)  WAC 181-79A-231	Employment Contracts Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon between schools Certain certificated employees exempt from chapter provisions Suspension of pension payments — Service as substitute teacher Interest in contracts prohibited — Exceptions Limited certificates
Management Resources:	<i>Policy News</i> , June 2007 Revisions to Retire/Rehire Law <i>Policy News</i> , August 2001 Legislature Authorizes Retire/Rehire"	

### Procedures

1. "Day-to-day" substitute teachers shall be paid at the regular daily rate for substitute teachers. After such a substitute has taught ten consecutive days in the same assignment, the daily rate paid the substitute teacher shall be changed to a daily rate schedule, determined by their placement on the current teachers' salary schedule, beginning with the eleventh day of teaching in the same assignment and each day thereafter in the same substitute teaching assignment.
2. "Long-term" substitute teachers are those substitute teachers who are employed in a single assignment for more than twenty days and such is known at the start of employment for the assignment. "Long-term" substitute teachers shall be paid at a daily rate of pay determined by their placement on the current teacher's salary schedule. Such teachers shall not be paid for those days not taught.

## CIVILITY

The Snoqualmie Valley School District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student’s ability to learn and a school’s ability to educate its students.

The Snoqualmie Valley School District Board of Directors encourages administrators, faculty, staff, students, volunteers, parents, and other community members to participate in maintaining a clear expectation of civil conduct and problem-solving throughout the school district. The Board does not condone uncivil conduct on school grounds, at school-sponsored activities, or online, whether by staff, students, parents, volunteers, or other District visitors.

The basic purpose of this policy is three-fold:

- 1) To promote a work and learning environment that is safe, productive and nurturing for all staff and students, and to encourage the free flow of ideas without fear or intimidation;
- 2) To provide our students with appropriate models for respectful problem-solving; and,
- 3) To reduce the potential triggers for violent conduct, such as fear, anger, frustration and alienation—especially by making problem-solving procedures and alternatives to violence readily accessible to both youth and adults who need them.

For purposes of this policy, “uncivil conduct” includes the following: directing vulgar, obscene or profane gestures or words at another individual; taunting, jeering, inciting others to taunt or jeer at an individual; raising one’s voice at another individual, repeatedly interrupting another individual who is speaking at an appropriate time and place; imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met; using personal epithets, gesturing in a manner that puts another in fear for his/her personal safety, invading the personal space of an

individual after being directed to move away, physically blocking an individual’s exit from a room or location, remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, violating the privacy of another individual’s belongings (except for lawful searches by school officials conducted in connection with the administration of school rules and applicable laws), texting or posting information online about an individual or individuals that interferes with a school’s ability to educate its students, or other similar disruptive conduct.

“Uncivil conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process.

In all cases, individuals who perceive they have been treated in an uncivil manner should resolve their concerns through simple, direct or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from the school principal, principal designee, work site administrator, or the Director of Human Resources. Individuals are encouraged to work out issues of concern promptly—and preferably no later than two (2) days after an incident has occurred. No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

This policy seeks to promote a school culture of respect and civility. Severe or persistent acts of uncivil conduct may, however, violate other school rules, such as the District’s policies against harassment, intimidation, and bullying, sexual harassment, or specific conduct codes. Violation of such policies may result in further action, such as discipline, adverse employment action, or criminal charges, as applicable. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable laws.

### Cross References/

Related Policies and Procedures	4220	Complaints Concerning Staff or Programs
	3207	Prohibition of Harassment, Intimidation, and, Bullying
	6590	Sexual Harassment

Policy No. 6590



## 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:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
- 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, innuendos, 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.

Cross References:  
Responsibilities

Policy 3200      Rights and  
Policy 3210  
Nondiscrimination  
Policy 3240      Student Conduct  
Policy 3241      Classroom  
Punishment

Management, Corrective Action and

Legal Reference:

Policy 6590

RCW 28A.300.285

Sexual Harassment

Harassment, intimidation and bullying prevention policies

## SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

The District is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons 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 training held elsewhere.

### Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult 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 district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school- related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

### Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will 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 sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

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 on-going 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 staff or 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 report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's 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 information and education to district staff, 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 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, 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 reproduce in each 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.

Cross References:	Board Policy	3205	Sexual Harassment of Students Prohibited
3207	Prohibition of Harassment, Intimidation and Bullying		
3210	Nondiscrimination		
3240	Student Conduct		
3421	Child Abuse and Neglect		
5010	Nondiscrimination and Affirmative Action		

Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate
discrimination — Scope		

WAC 392-190-058	Sexual harassment 20 U.S.C. 1681-1688
-----------------	---------------------------------------

## Email Etiquette

### Things to Remember about Sending Email

Email is a communication tool provided by the Snoqualmie Valley School District for your professional use. Like all forms of communication, email is most effective when it utilizes the “3 C’s” of communication – Clarity, Conciseness, and Courtesy. The etiquette tips below will help you to use your email to its fullest advantage:

1. Remember that email is public. Keep in mind that designated District employees may review any email message sent or received by any employee. In addition, your message may be forwarded to others, even to individuals outside the District or need to be turned over as part of a Public Information Request. Consider how your message may be interpreted.
2. Be polite and professional at all times. It is easy to be abrupt when in a hurry, but remember that it is always professional to be courteous and respectful. Use neutral language and leave negative emotions out of your message. Remember that what you write cannot be taken back. Misinterpretation can happen very easily due to the lack of ‘nonverbals’ – cues we rely on in person to interpret a person’s motives and intentions. If you are angry or frustrated, ask yourself, “Would I ask this in person?”, “How would I feel if I got this email message?” Usually, by the time you consider the above questions, you will be calm enough to write your message using a different approach. Catching someone by surprise in an emotional message is a quick way to alienate your reader and compromise your communication goal. If it appears that an email dialogue has turned into a conflict, suggest an end to the exchange of messages and that issues be resolved by telephone or in person.
3. Establish a clear ‘subject’ line. The subject line tells the reader what your email is about and helps them determine whether to read further. This is especially helpful if the receiver is not the main recipient, but is copied on the email. Use captions to emphasize the need for immediate attention, such as “Time Sensitive”, “Action Required”, or “High Priority”.
4. Front-load’ your message. Present the central idea of your email in the first few lines. Your recipient may read only these thoroughly – then browse through the rest. If you need a response or prompt action, state that information with a timeline at the beginning of the email.
5. Keep it short. Respect your reader’s time. In general, email should be the length of your computer screen before scrolling. State your message in the fewest sentences possible, and give details in an attachment.
6. Be judicious in determining who is copied on each email. Ask yourself, “Does each person in the ‘cc’ line really need to see this message?” Consider using “bcc” in large group emails.
7. Edit and proofread your email. Use standard capitalization, spelling, punctuation, and grammar.
8. Response Expectations. As a general rule, we recommend SVSD employees try and read and respond (if necessary) to email within a few business days.
9. When it is best to not use email or ‘forward’ email. There are sensitive subjects that are not appropriate email topics, primarily because misinterpretation could have serious consequences. Jokes, videos, and non-work related photos are other items that should not be forwarded on. Some topics that generally should be addressed outside of email are:
  - Disciplinary Action.
  - Conflict about grades.
  - Personal information.
  - Concerns about fellow classmates/workmates.
  - Complaints.

If you’re unsure whether a topic is too sensitive for email, ask your supervisor.