

Substitute Handbook

2020 - 2021



*The mission of University Place School District, in partnership
with our community, is to develop competent, contributing citizens.*

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Educational Service Center
3717 Grandview Drive West
University Place, Washington 98466-2138

(253) 566-5600
Fax (253) 566-5607

Welcome Letter to Substitute

Welcome to the University Place School District! You are joining a strong team of educators, each of whom has been carefully selected to work with students in our schools.

In the University Place School District we employ both certificated (teachers) and classified (paraeducator, bus driver, food service, secretarial, etc.) substitutes. We attach great importance to the role of substitutes and trust that you understand the vital role you play in our day-to-day operations. The information in this booklet is intended to assist you by helping you understand our procedures and expectations. We trust you will refer to it regularly.

Classified substitutes' time and assignments vary widely. The Substitute Coordinator or the Substitute Online process will assign classified substitutes, but the job expectations will be defined at the site. Information in this booklet may not directly apply to the classified employee but expectations of confidentiality, etc., are important for all substitutes to review.

University Place School District presently uses Substitute Online for filling open positions. Occasionally substitutes may not have access to a computer. If that is the case, the Substitute Coordinator will notify you by phone when a job is available.

Please note the UPSD Sexual Harassment Policy, Duty to Report, and Boundary Invasion information. If you have any questions, please let me know. Again, welcome to our district! Please let us know if there is any way we can be of assistance to you – (253) 566-5600.

Sincerely,

A handwritten signature in black ink that reads 'Eric Brubaker'.

Eric Brubaker
Executive Director of Human Resources

About Substitute Online

University Place School District uses an online request system, Substitute Online. Some of the advantages to **Substitute Online** are:

- 24 hours/7 days a week access, automatic update of jobs every 3 minutes
- Ability to choose, select & assign yourself to any available jobs, even months ahead
- Teachers may pre-arrange with you directly, to assign you the job
- Lesson plans (if teacher provides them) for you to preview and print out
- Option to communicate with teacher directly (based upon teacher's request)
- Assignments held for you if a teacher requests you (48 hours or until 6 PM the day before the assignment begins)
- Ability to update your weekly availability or unavailability with one click
- Ability to pass over schools or jobs where you don't want to be considered
- Your own Calendar with job details and availability option, by shift

All of the above items can be done 24 hours per day, 7 days a week from any Internet access—without having to contact the Substitute Office! If you do *not* have access to the Internet at home, you still have the option of calling the Substitute Office for assignments. We may also continue to contact you by phone to fill last minute assignments.

To access Substitute Online, go to the following URL (<http://www.substituteonline.com>), enter your **User Name, Password**, select **University Place School District**, and click **Logon**.

When you log on to Substitute Online, you will see a list of substitute jobs that are available and you can select the job(s) that you wish to take. Click on the **Detail** box next to the assignment you are interested in, and more information will be displayed below. If this is a job you would like to accept, click on **Submit Job Request** at the bottom of the page. If no other substitute has taken this job first, you will be given a confirmation number for this assignment. If already taken, you can click on **Open Jobs** to update your list and select another position. You can review your chosen assignments at any time by going to the **Review/Cancel** button at the top of the page, or by going to your personal **Calendar** on your **Personal Info** page.

It is important to update your personal information on the system, so that if one of our employees specifically requests you, you can receive that request via email.

To update personal information:

1. Log in at www.substituteonline.com.
2. Click on **Personal Information** near the top of your screen.
3. Enter your email address and check your phone number.
4. You can select the days of the week you are not available to work on a regular basis, if that applies to you.
5. When finished updating your personal information, make sure you click on the green button at the bottom of your screen that says **Update Personal Information**.

If you are a certificated substitute (teacher), while you are in the personal information section you can enter the subject codes that you prefer to teach. Classified substitutes will have their codes entered by the district.

While in the **Personal Information** screen, substitutes are able to access their own personal calendar at a button labeled **Calendar** at the lower left of the screen. This allows you to see what jobs you are scheduled for and also allows you to indicate days you are not available.

Substitute Online Instructions



Go to <http://www.substutueonline.com>

As an **approved** substitute, you must first Log In.

The program requires your **User Name** and **Password**.

Select **Univ PI SD** from the 'select district' drop down. Click the **Logon** button.

The system automatically generates a list of all available job openings.

KAROL GARCIA is our sample substitute.

She can see from the **Req** column that she has been requested by BARBARA AAKER to teach Math at Washoe High for two consecutive days starting 11/16/99.

| Detail | Req | Employee | Description | Site | Start | End | Days |
|--------------------------|-----|-----------------|-------------|-----------------|----------|----------|------|
| <input type="checkbox"/> | | NATALIE MACHADO | PE/SS | BECK ELEMENTARY | 11/16/99 | 11/18/99 | 3 |
| <input type="checkbox"/> | | ALICE CAMERON | PE, K-5 | MOSS ELEMENTARY | 11/16/99 | 11/16/99 | 1 |
| <input type="checkbox"/> | Y | BARBARA AAKER | Math | WASHOE HIGH | 11/16/99 | 11/17/99 | 2 |
| <input type="checkbox"/> | | KIM MADISON | Sci | WINNEMUCCA | 11/16/99 | 11/17/99 | 2 |
| <input type="checkbox"/> | | NATALIE MACHADO | PE/SS | BECK ELEMENTARY | 11/23/99 | 11/24/99 | 2 |

Click box 'Details' to show the employee name, phone number and email. KAROL may also view more detailed information on each consecutive day of absence for this job.

| Day | Date | Shift | Hours | Amount |
|-----|----------|-------|--------------------|---------|
| Tue | 11/16/99 | ALL | 08:00am To 03:30pm | \$95.00 |
| Wed | 11/17/99 | ALL | 08:00am To 03:30pm | \$95.00 |

At the bottom of the page, there are buttons for 'Comments/Lessons', 'SUBMIT JOB REQUEST', and 'Clear Screen'.

KAROL may click on Comments/ Lessons to view and print a lesson plan if left by the absent teacher.

KAROL clicks on **SUBMIT JOB REQUEST**. If no other substitute has taken this job first, she will receive a confirmation number. If already taken, she would immediately click on **Open Jobs** to update her list and select another position.

INFORMATION FOR ALL SUBS

At the beginning of each day's service, the substitute must sign in with the office coordinator or secretary at the main office of the school in which they are substituting.

Substitute Online is our online substitute request system. It is updated within 3 minutes of a staff member putting their absence in the system. Good times to check the system are:

- **in the morning** when staff members are getting up and realizing that they are too ill to work
- at **6:00 p.m.** when substitute jobs which were being held for preferred subs and were not taken become available to all subs, and
- **in the evening**, when staff are going to bed and realizing that they are too sick to come to work in the morning.

However, absences for appointments or conferences can be put in at any time, so check the system at **any time** for updates.

Substitutes are employed to fill in for staff who are absent during the student calendar. There are no jobs available during student vacation days or holidays. Substitutes can expect to return as substitutes following any vacation days or breaks. All work is on an as-needed basis with no guarantee of hours to be worked. Substitutes must work a minimum of 3 shifts during the school year to remain active on the substitute list.

RESPONSIBILITIES OF SUBSTITUTES

A. CONFIDENTIALITY

We serve approximately 5500 students and employ over 600 staff members. Confidential material is routinely gathered and maintained during normal operations. As a substitute in our district, all information is to remain confidential and should be accessed on a "need to know" basis only. Confidential information is not to be discussed in the teachers' lounge or other "common areas" and should never be discussed outside of the school setting.

B. ARRIVAL AND DEPARTURE TIMES FOR SUBSTITUTE TEACHERS

Arrival time should be 30 minutes before students or as close to this time as possible. Departure time is 30 minutes after the end of the student day. The substitute teacher's day will primarily consist of 7 hours plus a 30 minute unpaid lunch. **Please talk with the Building Administrator/Principal regarding adjustment in schedule time.** The following is the school schedule:

| <u>STUDENTS</u> | <u>SUBSTITUTE TEACHERS</u> | |
|-----------------|----------------------------|--------------------------|
| CHS zero hour | 6:30 AM | 6:00 AM – 1:30 PM |
| CHS | 7:30 AM – 2:00 PM. | 7:00 AM – 2:30 PM |
| CJH zero hour | 6:30 AM | 6:00 AM – 1:30 PM |
| CJH | 7:30 AM – 2:00 PM. | 7:00 AM – 2:30 PM |
| Intermediate | 8:45 AM – 3:15 PM | 8:00 AM – 3:30 PM |
| Primary | 8:15 AM – 2:35 PM | 7:30 AM – 3:00 PM |

If you accept an "AM" or "PM" shift, here are the times for those shifts.

| | <u>AM</u> | <u>PM</u> | <u>Early Release**</u> |
|--------------|--------------|---------------|------------------------|
| CHS & CJH | 7:00 - 10:30 | 10:15 - 2:15* | 7:00 - 12:00* |
| Intermediate | 8:00 - 11:30 | 11:30 - 3:30* | 8:00 - 1:00* |
| Primary | 7:30 - 11:00 | 11:00 – 3:00* | 7:30 - 12:30* |

**includes 1/2 hour duty free lunch*

***check with the teacher or office coordinator to see if this time schedule applies to you, or if you are to sub for the AM shift only on Early Release days.*

In situations when you are called late, it will be difficult, or impossible, to arrive by the time indicated. This is understood and accepted as unavoidable. However, each substitute is expected to make every effort to arrive according to the start time schedule. Furthermore, there may be times when you are asked to substitute for a half day, or when you will spend the morning in one classroom and the afternoon in another. Substitutes are not provided a plan period. If no direction was given by the absent teacher regarding what to do during that period, please check with the main office to find out what they would like you to do, as you are paid for that time.

You should report directly to the school office and will be given a Substitute Teacher folder which will contain all information and materials pertinent to the school position involved.

C. LESSON PLANS AND MATERIALS

Lesson plans are usually found in the absent teacher's classroom, in the school office, or posted in Substitute Online. However, since it is impossible to always anticipate illness, and since plans change with the regular teacher from day-to-day, it is advisable for you to develop short units and activities of your own when not provided a lesson plan by the teacher. If you are unable to follow the plan for whatever reason, explain the problem in a note to the teacher or principal before you leave school each day. Please be specific, e.g. lack of expertise, plan unclear, lack of instructional materials, etc.

D. ROOM CARE

The room should be left clean, orderly and in good condition. Chairs should be in their proper places, paper picked up and windows closed. This is not, however, to suggest that the substitute teacher is expected to do the picking up – you should see that it is done by students.

E. CLASSROOM MANAGEMENT

A few simple suggestions will help you establish good class routines, provide for an efficient learning situation, and establish mutual respect between teacher and students.

1. **Be Positive and Friendly** – Students respond well to positive climate.
2. **Be Patient** – It is natural for a class to test a substitute. You represent a change for the students. Patience, understanding, firmness, and respect will diminish distrust.
3. **Expect Good Behavior** – Children tend to respond to whatever we expect of them. A positive approach is worth a hundred negative rules.
4. **Be Fair and Consistent** – Your success in classroom management will depend to a great extent on your degree of fairness and consistent treatment. Children must know what to expect of you and what you expect of them. Uncertainty breeds misbehavior.
5. **Be Ready** – Materials and plans for the day are a must. This is another reason for getting in early and ensuring that you know what you want the class to be doing during the day.
6. **Plan Time Appropriately** – This is needed especially on the secondary level when classes change each period. Leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group.
7. **Use Common Sense** -- enough said!
8. **Request Assistance** – If you need help, please be sure to make your needs known to a co-worker or at the school office.

F. TEACHING THE CLASS

The substitute teacher has the prime responsibility to instruct based upon the regular teacher's lesson plan. The following suggestions are offered:

1. **Be Prepared** – Through plans and materials left by the regular teacher or through the use of short units of your own.
2. **Be On Time** – Do not give the class time to develop restlessness and disinterest. Begin immediately and get the students involved.
3. **Introduce Yourself** – Explain why you are there and emphasize that class will be conducted as usual according to the regular teacher's instructional practices.
4. **Explain Your Expectations**-- Be clear with what you want students to do.
5. **Make Clear Presentations** – What the children gain from the lesson will depend on how well you present it.
6. **Provide for Child Involvement** – In a really good lesson, children should play an active part. Be sure that directions are clear and supervision is provided.

G. ACCIDENTS AND INJURIES

Always use common sense when an accident or injury occurs. Do not leave the injured student. Use the phone or emergency button to get help. Attend to the injury and send a student messenger to the office or nearest staff member for help. Particular attention to preventing accidents or injuries must be given when supervising playground areas, physical education classes, and science classes.

The University Place School District has a standard incident report form that must be filled out when an accident or injury occurs to any student. Forms are available from the school nurse and in the school office. Notify the office immediately of any accident and complete the appropriate paperwork. Provide the paperwork to an administrator before leaving for the day.

Children who become sick either in the classroom or on the field should not be sent to the office or restroom alone. Either send a reliable child with the student or get help from another staff member.

H. ENDING THE DAY

The substitute teacher, like the regular teacher, is required to complete a full school day. Besides leaving the room in good order, you should have completed the grading of any assigned papers, prepared for the next day's classes (to the extent possible, if returning), attended any building meetings (unless excused by the principal), and returned the Substitute Teacher folder and any building keys to the office. Please make sure you sign a sign-out sheet at the end of the day when you check out.

It is also required that you leave a brief written comment on each class or subject for the day. Note any assignments or activities the class covered, particularly in reference to the lesson plans left by the regular teacher. It is also helpful to leave your name and phone number in the event a follow-up is desired by the regular teacher. Your notes and comments are very useful.

I. RELEASE OF STUDENTS & VISITOR INFORMATION

No substitute teacher in primary, elementary, intermediate, or secondary schools will ever release a student from class without specific authorization from the school office. Any parents or visitors to a building must report to the office first and obtain permission before visiting any classrooms.

J. DRUG-FREE WORKPLACE / SCHOOLS

The manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited on University Place School District property. Violation of such prohibition will result in disciplinary action up to, and including, termination of employment. As a condition of employment, you must abide by the terms of this statement and must notify the district office of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction (RCW 28A.320.040).

Under the Drug-Free Schools and Communities Act, all schools must be totally free of drugs and alcohol. No one is allowed to possess, use or distribute such drugs or alcohol while on district property or while taking part in any school activity.

The passage of I-502 did not change University Place School District policies that prohibit the production, distribution, possession, or use of marijuana on school district property or during school-sponsored activities. Violation of these policies may result in disciplinary action up to and including termination of employment.

Under Federal regulations some University Place School District employees (i.e., bus drivers) are subject to drug and alcohol testing because of the type of work they perform. Testing positive for marijuana is a violation of these regulations and will remain grounds for employment sanctions including termination, even if the marijuana use occurred outside of work hours and otherwise in accordance with state law.

We fully support the Drug-Free Schools and Community Act. It is expected that all students and employees will follow the regulations and policy prohibiting possession, use or distribution of drugs and alcohol on school property or as a part of any school activity.

K. TOBACCO

The use of tobacco is prohibited on school property and at school events.

L. MANDATORY REPORTING OF SUSPECTED CHILD ABUSE

As an employee of the district, you are required to report any suspected child abuse or neglect to a district administrator. RCW 26A.400

M. INTERNET ACCEPTABLE USE POLICY

Employees must use the internet for educational or job-related reasons only. School district technology may not be used for: commercial solicitation; political, ballot or religious endorsement or opposition; disruption of the school's system; harassment; violation of copyright laws; or unauthorized access.

Users are responsible for the materials they transmit or store on the system. Employees are advised that internet and email use via the school district's equipment or network are the domain of the school district and are subject to review by the district as appropriate.

Employees are prohibited from sharing accounts or passwords. Employees should close out accounts when not actively using the internet or email system. Account users are responsible for all activity under their account.

Employees should protect their personal information and not reveal such information as complete names, addresses, photos, or phone numbers while using the district's system.

Employees and students are expected to notify a teacher or administrator whenever they come across dangerous or inappropriate material. Students must be supervised while using the internet at school.

N. PRIVATELY-OWNED PROPERTY

The district shall not assume responsibility for the maintenance, repair, or replacement of any privately owned property brought to a school or district function unless the use or presence of such property has been specifically requested in writing by the administration.

O. SAFESCHOOLS ONLINE TRAINING

The district requires all employees and substitutes to complete Safe Schools training sessions each year. The SafeSchools system will notify you when you are set up in the system and able to access the training sessions. The trainings are required to be completed within 30 days of the first day of work

each year. Each training takes approximately 10-25 minutes. Please notify Kari Lucey in the Human Resources office when you have completed the training at (253) 566-5616 or x3314.

SCHOOL RESPONSIBILITIES

University Place principals and staff members recognize their responsibilities toward the substitute teacher and welcome substitutes to the University Place District.

1. Each building principal shall develop a Substitute Teacher's Folder which will contain all schedules, duty assignments, and building procedures that might be of use to the substitute teacher during the day.
2. To assist our substitutes, we agree that: regular teachers who are absent have the responsibility of leaving clear directions for the substitute teacher, including a seating chart and lesson plans.
3. The building principal or authorized staff member will greet the substitute teacher and provide orientation as to the location of room and materials.

PERSONNEL PROCEDURES

A. APPLYING FOR A SUBSTITUTE TEACHING POSITION

Applications for substitute teaching positions (and contracted teaching positions) are available online at <https://upsdjobs.myschooldata.net/>.

B. ASSIGNMENT OF SUBSTITUTES

When called for a substitute assignment, the substitute teacher should give a definite and immediate answer as to whether or not he or she will be able to accept the assignment and should be sure that he or she knows what time the regular teachers and substitutes are expected to be in the building. If notification has been received early enough, substitute teachers are expected to be at the building 30 minutes before/after students. For more information, see "Arrival and Departure Time" in Section B of Responsibilities of Substitutes.

C. FEEDBACK

We believe it's important to provide substitutes with feedback on their efforts. Feedback forms (see attached) are available to our administrators to enable them to provide such information to substitutes and to the district in a standardized format. All formal feedback will be prepared in multiple copies, one copy of which will be promptly sent to the substitute if it was not possible to share it immediately at the site. Obviously, it will not be possible to provide substitutes with regular feedback, but administrators are strongly encouraged to provide such information as often as is reasonably possible (see form).

D. COMPENSATION AND DEDUCTIONS FOR SUBSTITUTE TEACHERS

Substitutes will be compensated at the daily rate of \$150.00 per day, \$75.00 for a half day. Retired former UPSD teachers will be compensated at the daily rate of \$185.00 per day, \$92.50 for a half day.

*Long-term substitute assignments (21 days or longer in the same assignment) must meet Highly Qualified criteria. Before accepting a long-term assignment, please check with our Personnel Technician to verify that you meet the criteria. Beginning on the 21st consecutive day in the same assignment, the substitute will be placed on the teacher's salary schedule and paid a daily rate of 1/180 of what would be their personal contractual salary, retroactive to the first day. **Substitutes who reach their 21st consecutive day in an assignment need to contact our Personnel Technician***

immediately at (253) 566-5600 Ext 3321. Compensation for long term substitute positions requires verification of original college transcripts and teaching experience. Such substitutes may not participate in District group insurance plans.

When placed in a substitute position, the applicant should be certain that a Form W-4 and an I-9 are correctly filled out – including the Social Security number. Deductions are the standard Federal Government Income and Social Security Taxes.

Payment for service is by District warrant and is paid on the 15th of the month for service through the last day of the preceding month. Warrants are mailed the day before pay day. Any questions that might arise in connection with compensation should be directed to the Payroll Office (253-566-5612) in the ESC (District Office).

E. CLASSIFIED SUBSTITUTE COMPENSATION

The following is the salary schedule for Classified substitutes:

| | |
|---|-------------------|
| Classified: paraeducators, playground, bus, study hall, lunchroom, crossing guard, special education paraeducator, etc. | \$ 15.00 per hour |
| Secretary | \$ 15.25 per hour |
| LPNs | \$ 25.84 per hour |
| RN | \$ 31.49 per hour |
| Transportation (bus drivers) | \$ 24.82 per hour |
| Food Service Workers | \$ 18.74 per hour |
| Custodians | \$ 22.75 per hour |

Payment for service is by District warrant and is paid on the 15th of the month for service through the last day of the preceding month. Warrants are mailed the day before pay day. Any questions that might arise in connection with compensation should be directed to the Payroll Office at 253-566-5612.

F. EMPLOYEE ACCESS FOR PAYROLL INFORMATION

Employee Access allows you to view your payroll information online. To login to Employee Access, go to our UPSD website (www.upsd83.org). Under Staff, you will see the option for Skyward ; select this link.

Login ID: your first initial and full last name

Password: upsd@083 (after your first login you will be prompted to change this password)

As you get comfortable with all the options available to you, you will see things like:

- Check History – this will allow you to view and reprint previous payroll checks
- W-4 Information – your current Federal Marital Status and Allowances
- Personal Information – please review for accuracy and make any changes
- W-2 Information – you can view/reprint prior W2
- Update address – If you need to change your address, please do so in Employee Access

Employee Access is the same for all UPSD Employees, so this may be confusing when you see items like ‘Time Off’, ‘Assignments’, ‘Certifications’ etc. If you see an item that does not pertain to you, please disregard.

If you have questions or need assistance logging into Skyward Employee Access, please contact:

Tracey Lee, Payroll Technician, tlee@upsd83.org, 253-566-5612

Sydney Coyner, Payroll & Benefits Coordinator, scoyner@upsd83.org, 253-566-5612

Substitute Job Summaries

Certificated Substitute (Guest Teacher)

Maintain an orderly classroom/learning environment and deliver instruction based upon best instructional practices. The guest teacher must be able to follow the existing teacher's lesson plans and leave written notes about each class period.

Playground/Lunchroom

Substitute monitors playground, lunchroom, equipment, and facilities for the purpose of providing for the safety and welfare of students and resolving conflicts. Also, reports observations and incidents relating to students' behavior for the purpose of communicating information to teachers, parents, and administration. Playground duty is outdoors and may or may not be moved indoors due to weather conditions - be sure to plan to be outside when you consider what to wear for the day.

Crossing Guard

Direct actions of traffic and children. Report unsafe vehicle operations. Assist in teaching school safety. Ability to quickly evaluate and reduce traffic risks. This is an outdoor job. Be sure to plan to dress according to weather conditions.

Secretary or Office Assistant

Provides general secretarial support at the school; greeting and directing visitors, students, building, or district staff in a manner that promotes positive public relations; and communicating information to staff, the public, and/or other district offices as appropriate. *Please do not take a secretarial substitute assignment if you do not have previous secretarial experience/skills.*

Custodian

Maintaining an attractive, sanitary, and safe facility; providing adequate arrangements for meetings, classroom activities and events; and minimizing property damage, loss, and liability exposure. Training by UPSD is required.

Bus Driver

Transporting students over scheduled routes and/or special excursions; enforcing rules, regulations, and laws to maintain safety during transport; ensuring vehicles are in a safe operating condition; and ensuring safety of students during transport, loading and unloading from buses. Training by UPSD is required.

Nutrition Services Substitute

Substitute serves food and handles payments from students and staff. Substitute Nutrition Services helper assists personnel in maintaining a sanitary and safe environment, including work materials and food items, for the purpose of ensuring a safe and sanitary area, complying with required health and legal standards of operation. A Food Workers Card is required for employment. Contact the Public Health Department at (253) 798-6475 for information on how to obtain a Food Workers Card.

Paraeducator

Assisting (under direct supervision) in the supervision and instruction of students, and relieving teachers of routine clerical tasks. This may be in general education or special education.

- **Special Programs** - Assisting (under teacher supervision) in the supervision, instruction, and behavior management of students with disabilities in varied educational settings. May include assistance with physical and hygiene needs.
- **Preschool** - Special Education services and support are provided for eligible preschoolers age 3 through 5 years. Lifting and diapering may be required.

- **Resource Room (LRC)** - Special Education resource staff provide supplemental skill development and assistance with general education class work to students with mild disabilities in a Resource Room setting.

LPN/RN

Monitoring the health and welfare of students; documenting and maintaining student health information required by Federal/State/Local agencies; and providing appropriate care and/or referral for medically fragile and/or injured students may be required. LPN/RN certificate and UPSD district training required.

A Letter to Retiree

State of Washington
Department of Retirement
Teachers' Retirement System

Dear Substitute Teacher,

A Department of Retirement Systems Quality Project team reviewed the substitute teachers' application process for purchase of service credit in the Teachers' Retirement System and developed an application forms packet for this purpose. A copy of "The Substitute Teacher's Guide to Obtaining Service Credit" packet is available in the payroll office.

The packet contains a Work Log for you to estimate the cost of your substitute service credit time. If you wish to apply for service credit, simply follow the instructions in your packet and return our application materials after the end of the school year, August 31 for TRS 2 and TRS 3, and June 30 for TRS 1. (You belong to TRS 1 if you first established membership in TRS before October 1, 1977. You belong to TRS 2 if you first established membership in TRS between October 1, 1977 and June 30, 1996. You belong to TRS 3 if you first became a member on or after July 1, 1996 or if you transferred from Plan 2.) Please do not send your payment with the application. Once we receive and verify your application, we will process your bill.

We believe the packet improves the application process for substitute teachers. Should you have any comments or suggestions regarding this issue, please contact the "Substitute Teacher Project Team" at 1-800-547-6657.

Sincerely,

The Substitute Teacher Project Team
Department of Retirement

Workers' Compensation Filing Information

IF A JOB INJURY OR DISEASE OCCURS:

University Place School District is subject to Washington industrial insurance laws and has been approved by the state to cover its own workers' compensation benefits. Self insured employers must provide all benefits required by the laws. The Department of Labor and Industries regulates your employer's compliance with these laws. If you become injured on the job or develop an occupational disease, you will be entitled to industrial insurance benefits. Your claim will be handled and your benefits paid by your employer.

IN CASE OF INJURY OR DISEASE:

REPORT YOUR INJURY OR DISEASE to your supervisor (listed below).

Your employer will provide you with information for completing the online "Self Insured Accident Report" (SIF-2). You should complete this form before you seek medical treatment, if possible.

In the event that you sustain an injury as a result of a third party who is not an employee of this organization, you may elect to seek damages from that third party. It is essential that you contact our claims administration office, Puget Sound Workers' Compensation Trust, and advise them of the nature and cause of your **injuries** prior to entering into any agreement with the responsible third party.

GET MEDICAL CARE. You have the right to go to the doctor of your choice.

Complete a "Physician's Initial Report" form at your doctor's office. Have your doctor mail this form to your employer's claims administration address listed below. The claims administrator will evaluate your claim for benefits. All medical bills that result from an allowable on the job injury or occupational disease will be paid by your employer. You may be entitled to wage replacement or other benefits. Your employer will explain this to you.

IMPORTANT:

Your employer cannot deny you the right to file a claim, and your employer cannot penalize you or discriminate against you for filing a claim. Every worker is entitled to workers' compensation benefits for any injury or illness which results from his/her job.

Any false claim filed by a worker may be prosecuted to the full extent of the law.

If you have any questions or concerns, contact your employer's representative (at the claims administration address or phone number below), or call the Department of Labor and Industries, Self-Insurance Section (360) 902-6901.

EMPLOYER MUST COMPLETE THE FOLLOWING:

Report your injury to:

Your Supervisor

Claims administration address:

Puget Sound Workers' Compensation Trust
800 Oakesdale Ave SW
Renton WA 98057-5221
425-917-7667
253-778-7667 (Tacoma area toll free)

How Your Eligibility for Health Benefits will be Determined as a New Hire

Welcome to University Place School District!

To help you become familiar with our benefits, we would like to provide you with a brief explanation about your eligibility for health insurance. We will determine your eligibility for health benefits by tracking your hours of service during the school year every September to August.

Your Eligibility Criteria: to be eligible for health benefits through the State of Washington's SEBB program, you must work 630 hours in the school year.

If you meet this eligibility criterion, then you will be eligible for health benefits and will be offered benefits. You must elect coverage, pay your share of premiums, and continue to be an employee during this period in order to maintain coverage.

If you do not meet this eligibility criterion, then you will not be eligible for health benefits unless you have a change in employment status that makes you eligible for benefits.

Should you have any questions, please contact Sydney Coyner in the payroll office.

Sincerely,

Sydney Coyner
Payroll & Benefits Coordinator

Sexual Harassment of District Staff Prohibited

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees, coaches, volunteers, contractors and other persons involved in school district programs.

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 and take 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 to end sexual harassment, eliminate the hostile environment, prevent its reoccurrence and, as appropriate, remedy its effects.

Engaging in sexual harassment will result in discipline, up to and including discharge from employment, or other appropriate remedies, with the offending staff or third parties in order to correct and prevent the inappropriate behaviors.

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 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.

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 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 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 Civil Rights/Title IX Officer. 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 Civil Rights/Title IX Officer.

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 provided to each employee and reproduce in each staff handbook. Such notices will identify the District's Civil Rights/Title IX Officer and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures.

Cross References:

- 3205 - Sexual Harassment of Students Prohibited
- 3207 - Prohibition of Harassment, Intimidation and Bullying
- 3210 - Nondiscrimination
- 3211 - Transgender Students
- 3240 - Student Conduct
- 3421 - Child Abuse, Neglect, and Exploitation Prevention
- 5010 - Nondiscrimination and Affirmative Action

Legal References:

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies

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

Adoption Date: **11/4/15**

Classification: **Essential**

Revised Dates: **10.11; 12.14; 07.15**

Policy: 5011P
Section: 5000 - Personnel

Procedure Sexual Harassment of District Staff Prohibited

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, and thorough, investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Notice

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted in each school building in a place available to staff, parents, volunteers and visitors. Information about this policy and procedure will be provided to each employee and reproduced in each staff, handbook. In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at the University Place Educational Service Center, 3717 Grandview Drive West, University Place, WA 98466-2138.

Staff Responsibilities

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Civil Rights/Title IX Officer so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the University Place School District's Civil Rights/Title IX Officer, Superintendent or Human

Resources Administrator for evaluation. The Civil Rights/Title IX Officer, Superintendent or Human Resources Administrator should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against witnesses who provided information. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to University Place School District's Civil Rights/.Title IX Officer, Superintendent or Human Resources Administrator. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant.
- Developing a safety plan;
- Separating staff person; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Civil Right/ Title IX Officer may draft the complaint based on the report of the complainant for the complainant to sign, review and approve. The superintendent or Civil Rights/Title IX Officer may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the Civil Rights/Title IX Officer, University Place Educational Service Center, 3717 Grandview Drive, West, University Place, WA 98466-2138. Any district employee who receives a complaint that meets these criteria will promptly notify the Civil Rights/Title IX Officer.

Investigation and Response

- The Civil Rights/Title IX Officer will receive and investigate all formal, written complaints of sexual harassment or information in the Officer's possession that they believe requires further investigation. The Officer will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Officer will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is thorough and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult union representative with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Officer will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that

the complainant was sexually harassed ; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).

- The superintendent or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the Officer will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints or grievances through the appropriate negotiated bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems.

Level Two -Appeal to Board of Directors

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific person, the complaint must also include the name, address, and contact information for the alleged perpetrator.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180

calendar days of the date of the alleged discrimination. 206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination. 1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff and students will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value; Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;

- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The Civil Rights/Title IX Officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Revised Dates: **08.06; 10.11; 03.14; 01.15; 06.15; 11.15**

Duty to Report Suspected Child Abuse or Neglect

An Act Relating to school employee duty to report suspected child abuse or neglect; and adding a new section to chapter 28A.400 RCW.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION: Sec. 1. A new section is added to chapter 28A.400 RCW to read as follows:

(1) A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

(2) Certificated and classified school employees shall receive training regarding their reporting obligations under state law in their orientation training when hired and then every three years thereafter.

COVID-19 Guidance

Key Principles for Reducing Potential Exposures

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

- **Keep ill persons out of school** — educating students, families and staff to stay home when sick, and using screening
- **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups.
- **Physical distancing** — minimizing close contact (less than six feet) with other people.
- **Hand hygiene** — frequent washing with soap and water or using alcohol-based hand gel.
- **Protective equipment** — use of face coverings or shields, and barriers.
- **Environmental cleaning and disinfection** — especially of high-touch surfaces.
- **Improve indoor ventilation**
- **Isolation** of sick people and excluding exposed people.

With the above considerations foremost, outdoor activities are safer than indoor activities. Based on these principles, everyone should understand that more, closer, and longer interactions between people is associated with more risk of COVID-19. Risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days, and groups do not mix. Students remain at least six feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

General Guidance

Do not allow students, staff, vendors, parents and guardians, or guests on-site if they:

1. Are showing [symptoms of COVID-19](#).
2. Have been in close contact* (within 6 feet for at least 15 minutes) with someone who has confirmed COVID-19 in the last 14 days.
3. Have tested positive for COVID-19 in the past 10 days

*Health care providers, EMS workers, and staff who wore proper personal protective equipment (PPE) during potential COVID-19 exposure are permitted to be on site.

Ensure staff are trained in health and safety protocols for your site, including how to screen for symptoms, maintaining physical distance, wearing appropriate PPE, importance of frequent cleaning and handwashing, and what to do if someone develops signs of COVID-19.

Communicate regularly with students, families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene. Communication should be provided using multiple modalities (posters, written hard copy, email, text message, phone, video conferencing) and in languages that parents best understand.

All students age 5 years and older, staff, volunteers, and guests must wear cloth face coverings (or other acceptable alternative) in K-12 settings. See below for more information about cloth face coverings guidance. In addition, schools have a general obligation to provide employees a safe and

healthy work site in accordance with state and federal law and safety and health rules, including addressing hazards associated with COVID-19. Refer to the Department of Labor & Industries' [COVID-19 Workplace Safety and Health Requirements](#) for more information.

Monitor student and employee attendance and absences, have flexible locally-determined leave policies and practices, and have access to trained substitutes to support employee absences.

People at High Risk for Serious Health Problems from COVID-19

Those at [high risk](#) for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in K-12 activities. Protections for employees at high risk for health problems remain in place under [Proclamation 20-46](#). Families with a member who is at high risk from COVID-19 should carefully consider risks and benefits of sending their student to in person school.

Drop-Off and Pick-Up

Develop a system for drop-off and pick-up that keeps families at least six feet from each other and reduces their need to enter the school. This may include staggering drop-off and pick-up times for various groups, one-way traffic flows, greeting students at their vehicle, or placing distancing markers on walkways.

Health Screening at Entry

Staff and students with any illness must stay home. Students and staff should be assessed for illness before attending school each day. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick. Screen children upon arrival, if possible.

There are several methods that facilities can use to protect students and staff while conducting temperature and symptom screenings. The most protective methods incorporate social distancing (maintaining a distance of six feet from others) or physical barriers to eliminate or minimize exposures due to close contact. Schools should decide how to enact daily health screening, whether by active onsite screening, assessment at home by parents/guardians with daily attestation, or other method.

For more information on screening, see the [CDC guidance](#).

Every day, ask staff, parents, guardians, and students (grades 6-12) to review the following questions and stay home if the answer is yes.

1. Do you have any of the following [symptoms](#) that are not caused by another condition? [On the first day after a break or for a new student, please ask about the past 3 days 72 hours].

- Fever (100.4°F) or chills
- Cough
- Shortness of breath or difficulty breathing
- Unusual fatigue
- Muscle or body aches
- Headache
- Recent loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

2. Have you been in close contact with anyone with confirmed COVID-19?

3. Have you had a positive COVID-19 test for an active virus in the past 10 days?

4. Within the past 14 days, has a public health or medical professional told you to self-monitor, self-isolate, or self-quarantine because of concerns about COVID19 infection?

For those who answer yes, refer to “Returning to school after suspected COVID-19 symptoms” below.

Reducing Transmission

Grouping Students

Create cohorts or groups of students with dedicated staff who remain together throughout the day, at recess and lunch time, and remain consistent from day to day. Groups should not be combined (e.g. for lunch or recess). If possible, rotate teachers rather than students to avoid mixing of students in the hallways. Consider block schedules to minimize mixing among students or combining of groups. For all students, assign seating in classrooms to be able to more quickly identify close contacts of COVID-19 cases when they occur. Multiple groups of students may use the same facility as long as they are in limited contact with other groups.

Physical Distancing

Practice physical distancing of six feet within each group or classroom of students as much as possible. Create space between students and reduce the amount of time they are close with each other. Your ability to do this will depend on students’ ages and developmental and physical abilities. Select strategies to increase physical distancing that will work for your school and the space available. Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class, reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than feet apart from each other. Not all strategies will be feasible for all schools. Think creatively about all opportunities to increase physical space between students during all scheduled activities and limit interactions in large group settings.

Schools may consider physical distancing strategies such as:

- Increase the space between desks and assign seating in all grade levels and classes. Rearrange student desks or workstations to provide six feet of distance between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Reduce the number of students at tables, lab benches, or other workstations to increase physical distance.
- Reduce the number of students in the halls and restrooms at one time. Stagger release of classes, restroom breaks, recess, etc. Cancel activities where multiple classrooms interact.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Mark traffic flow and designate entrances and exits to minimize face to face contact.
- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Place tape, spots, cones, paint or other markers to signal six feet in areas where students may be waiting in line. This could include symptom screening points, restrooms, water fountains, hand washing or sanitizing stations, the main classroom door, the cafeteria, etc.
- Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Cancel or modify classes where students are likely to be in very close contact.
- Cancel in person activities that are considered high risk. These include choir, playing of wind instruments (band), contact sports, or other activities that require students to remove face coverings and/or be in close contact with one another as these may contribute to transmission of COVID-19.
- Cancel in person field trips, assemblies, and other large gatherings. Cancel in-person activities and events such as field trips, student assemblies, special performances, STEAM fairs, school-wide parent meetings, or spirit nights.
- Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (e.g., music, robotics, and academic clubs), consider

using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.

- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.
- Keep students outside more, as weather and space permit.

Meals

Limit gatherings and potential mixing of classes or groups in the cafeteria or other communal spaces. Consider having students take their meals outside or in the classroom. You may accomplish this through meal delivery to classes, or through grab-and-go services. If using the cafeteria, have students sit with their class or group, and ensure physical distance between students in a group or cohort and between groups. Stagger meal times in the lunchroom or dining hall. Arrange and direct the flow of students to reduce crowding such as at handwashing sinks, food vending areas, etc. Space students as far apart as you can at the table. Make sure tables are at least six feet apart. Individually plate food for each student. The staff (not students) should handle utensils and serve food to reduce spread of germs. Clean and sanitize tables before and after each group eats. Use a washable plastic table cloth for wooden tables.

Hygiene Practices

Children and adults should clean their hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after blowing their nose or sneezing, and before leaving to go home. Help young children to make sure they are doing it right. The best option is to wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Teach children and adults not to touch their eyes, nose, and mouth with unwashed hands. Cover coughs or sneezes with a tissue, throw the tissue in the trash, then clean hands with soap and water or hand gel.

Cloth Face Coverings

Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students in all public spaces, except where specific exceptions are made based on age, development, or disability. See the [Washington State Department of Health Guidance on Cloth Face Coverings](#) and [CDC Recommendation Regarding the Use of Cloth Face Coverings](#) for more information. All students, volunteers, or guests must wear cloth face coverings or acceptable alternatives at school when indoors. Schools should provide face coverings for staff and students if they do not have their own. For staff, cloth facial coverings must be worn by every individual (except as described below) not working alone at the location unless their exposure dictates a higher level of protection under Department of Labor & Industries safety and health rules and guidance. Refer to [Coronavirus Facial Covering and Mask Requirements](#) for additional details.

1. Cloth face coverings should not be worn by:
 - a. Those with a disability that prevents them from comfortably wearing or removing a face covering.
 - b. Those with certain respiratory conditions or trouble breathing.
 - c. Those who are deaf or hard of hearing, and those who provide instruction to such people, and use facial and mouth movements as part of communication.
 - d. Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.
2. In rare circumstances when a cloth face covering cannot be worn, students and staff may use a clear face covering or a face shield with a drape as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
3. Younger students must be supervised when wearing a face covering or face shield and may

- need help putting them on, taking them off, and getting used to wearing them.
4. Even when cloth face coverings are worn, continue practicing physical distancing.
 5. Students may remove face coverings to eat and drink and when they go outdoors for recess, physical education, or other outside activities when they can be physically distanced. If students need a “mask break” take them outside or to a large, well ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.
 6. As for all assistance provided by staff to students who have special needs, the school is responsible for providing appropriate PPE available.

Bus Transportation

Principles for COVID prevention within school transportation are:

- Keep riders as far apart as possible on the bus. Consider how to reduce occupancy and increase space on the bus through scheduling (e.g., through staggered arrivals/departures, A/B scheduling) or add buses where possible
- Require assigned seating
- If possible, seat with household members or members of their school group/cohort
- Maximize outside air and keep windows open as much as possible
- Encourage walking or biking where safe, or being driven by caregivers as feasible
- Riders and staff members must wear a cloth face covering or acceptable alternative
- Encourage students to wash or sanitize hands when they leave their home or classroom immediately before boarding the bus
- Clean and disinfect frequently touched surfaces, including the tops and backs of seats, using an EPA registered product and use manufacturers’ instructions for use.

Cleaning and Disinfecting Procedures

Schools should have infection control plans, updated to reflect what is known about COVID-19.

A good resource is [Cleaning for Healthier Schools – Infection Control Handbook 2010](#)

Increase how often you clean.

- Cleaning removes germs, dirt, food, body fluids, and other material. Cleaning increases the benefit of sanitizing or disinfecting.
- Sanitizing reduces germs on surfaces to levels that are safe.
- Disinfecting kills germs on surfaces of a clean object.
- The U.S. Environmental Protection Agency (EPA) regulates sanitizer and disinfectant chemicals. If you sanitize or disinfect without cleaning first, it will reduce how well these chemicals work and may leave more germs on the surface.

Current [guidance for cleaning and disinfection for COVID-19](#) from the CDC states that disinfectants should be registered by the EPA for use against the COVID-19. See [List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#). Disinfectants based on hydrogen peroxide or alcohol are safer. The University of Washington has a handout with options for [safer cleaning and disinfecting products](#) that work well against COVID-19.

If you use a bleach and water mixture for disinfection, mix it at a concentration of four teaspoons of 6 percent bleach per quart of cool water or five tablespoons of 6 percent bleach (one-third cup) per gallon of cool water (1,000 parts per million). Thoroughly clean surfaces with soap and water and remove the soap with water before applying the bleach solution. Keep the surface wet for at least one minute. An emergency eye wash station is required where bleach is mixed from concentrate.

More information about cleaning, disinfecting, and choosing safer products is on the [DOH COVID-19 website](#). Clean and sanitize toys, equipment, and surfaces in the program space. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol

wipes or 70% isopropyl alcohol to clean keyboards and electronics. Outdoor areas generally require normal routine cleaning and do not require disinfection. Wash hands after you clean.

If groups of students are moving from one area to another in shifts, finish cleaning and disinfecting before the new group enters the area. Clean and disinfect high-touch surfaces each night after students leave.

Always follow the disinfectant instructions on the label:

• **Use disinfectants in a ventilated space. Heavy use of disinfectant products should be done when children are not present and the facility should air out before children return.**

- Use the proper concentration of disinfectant.
- Keep the disinfectant on the surface for the required wet contact time.
- Follow the product label warnings and instructions for PPE such as gloves, eye protection, and ventilation.
- Keep all chemicals out of reach of children.
- Facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility.
- Parents, teachers, and staff should not supply disinfectants and sanitizers.

Carpets

If possible, vacuum daily (when children are not present). Use a vacuum with a HEPA (high efficiency particulate air) filter – or use HEPA vacuum bags. Having both is even better.

Outdoor Areas

Outdoor areas, like playgrounds in schools and parks, generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor playgrounds—it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

Ventilation

Ventilation is important to have good indoor air quality. Offer more outside time, open windows often, and adjust the HVAC system to allow the maximum amount of outside air to enter the program space. Use of fans for cooling is acceptable. They should blow away from people. There is no special cleaning or disinfection for heating, ventilation, and air conditioning (HVAC) systems.

Shared Hands-On Teaching Materials

Clean and disinfect hands-on materials often and after each use. Limit shared teaching materials to those you can easily clean and sanitize or disinfect. Children's books and other paper-based materials are not high risk for spreading the virus.

What To Do If Someone Develops Signs of COVID-19

To prepare for the potential of students or staff showing symptoms while at school, schools should have a response and communication plan in place that includes communication with staff, families, and their [local health jurisdiction](#). Schools should prepare for providing instruction to students who are excluded from school due to illness, and to quarantine after exposure to COVID-19.

Every school should have an identified space for isolating ill persons until they can be sent home. This space would ideally have several rooms with doors that can close and windows that vent to the outside to improve ventilation. Alternatively, a room with several cots spaced at least six feet apart with privacy

curtains between cots could be used. Ideally, the isolation unit would have a private bathroom for use only by persons being evaluated for COVID. If a private bathroom for ill persons is not available, the ill person should wear a face mask when traveling to and from the communal bathroom. Clean all high touch areas between patient room and bathroom as well as in the bathroom. Thoroughly clean and disinfect the communal bathroom immediately after use. Increase ventilation in the bathroom by keeping a window open and/or turning on a fan that vents to the outside.

If a student or staff member develops signs of COVID-19 (see list under health screenings on page 3), separate the person away from others, with supervision at a distance of six feet, until the sick person can leave. Staff caring for ill persons should use appropriate medical grade PPE. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. Air out and then clean and disinfect the areas where the person was after they leave.

Returning to School After Having Suspected Signs of COVID-19

For ill persons without known exposure to a confirmed COVID-19 case, follow [DOH guidance for what to do if you have symptoms for COVID-19 and have not been around anyone who has been diagnosed with COVID-19](#).

- If PCR testing for COVID-19 is not performed, stay home for at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.)
- If PCR testing for COVID-19 is negative, stay home until 72 hours after fever resolves and symptoms are improving.

People who are ill and had known exposure to a person with confirmed COVID-19 should be encouraged to be tested for COVID-19 and should stay out of school until at least 10 days after symptom onset, and at least 24 hours after fever has resolved and symptoms have improved. (People with severe disease or immunocompromised may need to be isolated at home for longer.)

Ask staff and students' parents or caregivers to inform the school right away if the ill person is diagnosed with COVID-19. If a student or staff member tests positive for COVID-19, the local health jurisdiction will provide advice, but it is possible that many of the student's classmates and teachers will be considered close contacts and need to be quarantined for 14 days. Refer them to [What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID-19\)?](#)

Returning to School After Testing Positive for COVID-19

A staff member or student who had confirmed COVID-19 can return to the program when:

- At least 24 hours have passed since recovery – defined as no fever without the use of medications and improvement in respiratory signs like cough and shortness of breath;

AND

- At least 10 days have passed since signs first showed up.

Returning to School After Being in Close Contact to Someone With COVID-19

If a person believes they have had close contact to someone with COVID-19, but they are not sick, they should watch their health for signs of fever, cough, shortness of breath, and other COVID-19 [symptoms](#)

during the 14 days after the last day they were in close contact with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days. If a person develops symptoms of COVID-19 during their quarantine, they should seek testing for COVID-19, and follow guidance above for confirmed COVID-19 cases. Consider testing on day 10 even if no symptoms are present. However, a negative test after exposure does not shorten the 14 day quarantine period.

Environmental cleaning after a suspected or confirmed case is identified

When a school sends a person with COVID-19 [symptoms](#) home, or learns a confirmed case of COVID-19 has been on the premises, clean and disinfect the areas where the ill person spent time.

- Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours, or as long as practical, before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
- If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

Contact Investigation, Contact Tracing, and Quarantine of Close Contacts of Confirmed COVID-19 Cases

Schools can play an important role to quickly identify close contacts and communicate with parents and guardians. When a school learns of a confirmed case of COVID-19 who was on the school premises,

- Immediately notify the local health jurisdiction of the case.
- Identify and provide to local public health all likely school-based close contacts of the COVID-19 case from 2 days before symptoms started (or date of positive test if asymptomatic) until the time the case was no longer in school. Close contacts are defined as persons who were within six feet of the confirmed cases for approximately 15 minutes and would include:
 - Siblings who attend the same school
 - Some or all of the students and teachers in the infected person's group (classroom, cohort)
 - Others sitting close to the student on the school bus
- Public health will advise close contacts, but the school may help quickly communicate important information to exposed students and staff who should be advised to self monitor and quarantine for 14 days from the last exposure. Schools may use DOH guidance: [What to do if you were potentially exposed to someone with confirmed coronavirus disease \(COVID- 19\)?](#)

COVID-19 Outbreaks in School

Definition: Two or more* laboratory-confirmed† COVID-19 cases among students or staff with onsets‡ within a 14-day period, who are epidemiologically linked§, do not share a household**, and were not identified as close contacts†† of each other in another setting during standard case investigation or contact tracing.

If the school is grouping or cohorting students

Dismiss the entire classroom for home quarantine for 14 days if two or more confirmed cases of COVID-19 occur within the group or cohort within a 14 day period.

Close a school and switch to remote learning for 14 days when

- 2 or more classrooms are dismissed due to outbreaks (in schools with 10 or fewer classrooms)
- $\geq 10\%$ of classrooms are dismissed due to outbreaks (in schools with > 10 classrooms)
- School cannot function due to insufficient teaching or support staff.

If the school is not grouping or cohorting students

Quarantine close contacts and notify families if two or more confirmed cases are reported in a 14 day period. Evaluate to determine if transmission is occurring in the school.

Consider the following to determine the need to close a school and switch to remote learning for 14 days when:

- Rapid increase in cases
- Prolonged chain of transmission (2 or more generations) believed to occur in the school.
- School cannot function due to insufficient teaching or support staff.



UNIVERSITY PLACE SCHOOL DISTRICT #83
SUBSTITUTE FEEDBACK FORM

The information requested below will assist us in our effort to ensure that our substitute placements are appropriate and productive. Insofar as possible, please base the information on personal observations, although, we know that will not be possible in many cases. In addition, it will be beneficial if you share this information with the substitute and have him/her sign in the space provided. However, it is recognized this will not often be possible.

Substitute Name: _____ For Whom: _____

Subject/Grade: _____

Term of Service From: _____ To: _____ Number of Days: _____

How would you rate the substitute's performance in the following areas?

Table with 5 columns: Area, Distinguished, Proficient, Basic, Unsatisfactory. Rows include Classroom Management Skills, Ability to Follow Lesson Plan, Interaction with Students and Staff, and Other (please specify).

Did you discuss your concern with the substitute either by phone or in person? [] Yes [] No

Preceding Information was based on: [] Personal Observation [] Report From Staff [] Report From Parent or Student

Would you use this substitute again? [] Yes [] No

Administrator Comments:

Administrator

School/Program

Administrator Signature

Date

Substitute Signature

Date

The University Place School District complies with all federal and state laws, rules, and regulations and does not discriminate on the basis of race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women, and disabled persons for employment and other opportunities. The University Place School District is committed to providing access to all District programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For elevator access at school sites, contact the principal's office. The University Place School District is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures, or concerns involving students, should be made to the District Affirmative Action Officer/Civil Rights Compliance Coordinator/Title IX Officer/HIB Compliance Officer/Gender-Inclusive Schools Coordinator, Executive Director of Secondary Education, Lainey Mathews, lmathews@upsd83.org; or Section 504/FAPE/ADA concerns should be made to Executive Director of Special Services, Kelly McClure. kmcclure@upsd83.org. Both can be contacted at (253) 566-5600, 3717 Grandview Drive West, University Place, WA 98466.