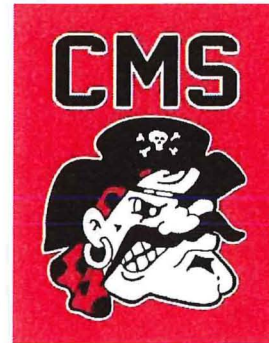


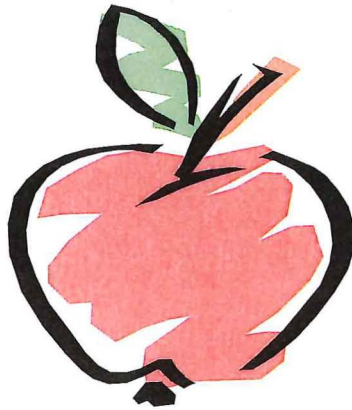


**LAKE CHELAN  
SCHOOL DISTRICT**  
Educational Excellence for Everyone

2018/2019  
**HANDBOOK**  
for Substitute Staff



# Welcome!



One of our most important responsibilities is to provide well-qualified teachers and support staff for every classroom. We think of our substitute staff as a reserve force to be called upon to insure the continuity of competent instruction that we are committed to provide.

Our school is fortunate having capable people like you to help us whenever our regular staff members are unable to attend. As substitute staff, you are a very important part of our district. Your impressions of our schools will be carried into the community.

You have been selected to perform a very important service to the students of our district and we are pleased to have you as a member of our team. We know that you will make a significant contribution to our program and carry on the work of teachers/support staff when they are absent.

Substituting is not an easy job. However, we feel certain that you will find members of our district staff ready to give you all the support and cooperation they can. Please ask for help and offer any suggestions for improvements that you believe can be made to enable you to do a more effective and satisfying job.

This handbook is being provided to explain some of our procedures, give you some tips, and to answer questions you might have. If we can be of assistance, contact the district office at 682-3515 with your questions and suggestions.

Thank you for your willingness to participate in the educational programs for the children of the Lake Chelan School District.

## **Vision Statement**

***Educational Excellence for Everyone***

## **Mission Statement**

*In partnership with the parents and community, the Lake Chelan School District will provide an educational environment in which all students will maximize academic potential, demonstrate respect for individual differences, prepare themselves for future employment, have opportunities for life-enriching activities, become successful life-long learners and active participants in stewardship of their community.*

# Who's Who in the Lake Chelan School District

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## Lake Chelan School Board

Jim Colbert - Chairman	colbertj@chelanschools.org
Jeff Fehr - Vice-Chair	fehrj@chelanschools.org Lynda
Foster- Legislative Representative	fosterl@chelanschools.org
Ken Brunner	brunnerk@chelanschools.org
Agustin Benegas-Garcia	benegasa@chelanschools.org

## Superintendent's Office 682-3515

Barry DePaoli	Superintendent
Scott Renick	Business Manager
Tamar Burns	Personnel Manager
Sarah Peebles	Personnel Assistant
Fabi Lara	Accounts Payable/Purchasing
Georgia Mashayekh	Admin. Assistant/Facilities Coord.

## Directory of Schools/Programs

<b>Chelan High School</b>	682-4061
Brad Wilson, Principal	
Crosby Carpenter, Assoc. Principal / CTE Director	
<b>Chelan School of Innovation</b>	
Crosby Carpenter, Principal	682-4061
<b>Chelan Middle School</b>	682-4073
Brian Wood, Principal	
Rob Rainville, Dean of Students / Athletic & Activities Dir.	
<b>MS/HS Secretaries</b>	682-4061/682-4073
Elizabeth Martinez, MS Attendance Secretary	Ext. 1
Lisa Gleasman, HS Attendance Secretary	Ext. 4
Karen Mackey, ASB/Athletic Secretary	Ext. 3
Jessica Nygreen, Counseling Secretary	Ext. 2
<b>Morgen Owings Elementary</b>	682-4031
Erin Morin, Principal	
Todd Hausman, Assoc. Principal	
Damaris Rodriguez, Head Secretary	
Alejandra Ruiz, Attendance Secretary	

<b>Special Programs Office</b> Mr. Kelly Kronbauer, Special Programs Director Heidi Busk, Assistant Special Programs Director Charise Turner, Secretary Carrie Austin, Secretary	682-7744
<b>ECEAP / Preschool</b>	682-7721/682-4832
<b>Bus Garage/Transportation</b> Jeff Barker, Transportation Supervisor Brad Reed, Mechanic	682-2442
<b>Maintenance and Custodial Services</b> Jose Mendoza, Maintenance/Custodial/Facility Supervisor	682-3515
<b>Food Service</b> Jeanna Smith, Food Service Supervisor	682-3515

### Other Important Numbers

<b>Emergency (Police, Fire, Medical)</b>	911
<b>Sheriff Department</b>	682-2588
<b>Lake Chelan Clinic</b>	682-2511
<b>Columbia Valley Community Health</b>	682-6000
<b>Lake Chelan Community Hospital</b>	682-3300
<b>Lake Chelan Chamber of Commerce</b>	682-3503
<b>North Central ESD #171</b>	665-2610





# Application/Personnel Requirements & Payroll

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**A. Applications** – Job postings and applications are on the district website [www.chelanschools.org](http://www.chelanschools.org). All applications are online in FastTrack. For questions please contact Human Resources at [hr@chelanschools.org](mailto:hr@chelanschools.org) or call 509-682-3515.

## **Required Documents** –

Before a Certified substitute is allowed to begin teaching, they must complete a Certificated application online and upload:

- Letter of Interest
- Resume
- Washington State Teacher Certificate

After acceptance as a substitute they must also complete:

- Fingerprinting for WSP criminal investigation check & FBI Clearance
- Withholding Allowance Form (W-4)
- Employment Eligibility Verification (I-9)
- Washington State Sexual Misconduct Disclosure Release Form
- Annual Reasonable Assurance Letter

Before a Classified substitute (paraeducator, bus driver, food service, custodian) is allowed to begin working, they must complete a Classified application online and upload:

- Letter of Interest
- Resume

After acceptance as a substitute they must also complete:

- Fingerprinting for WSP criminal investigation check & FBI Clearance
- Withholding Allowance Form (W-4)
- Employment Eligibility Verification (I-9)
- Washington State Sexual Misconduct Disclosure Release Form
- Annual Reasonable Assurance Letter

**B. Terms of Employment** – A substitute is a temporary position assigned on a day-to-day basis. The School Board of Directors establishes hours, wages, and other conditions of employment. Employment may be terminated at any time, with or without cause, and with or without notice.

**C. Pay/Payday** – All assignments are considered short-term substitute assignments. Regular payroll warrants will be distributed on the last business day of each month. Payroll warrants may be held if assigned duties and responsibilities have not been fulfilled. Pay periods consist of the first through the last working day of each month. *Substitutes are paid the last working day of the month. If you sub in September you will be paid the last working day of October.*

**D. Substitute List** – Lake Chelan School District uses Aesop (Automated Substitute Placement & Absence Management). You will receive your personal login information from personnel at the school district office.



## District Policies

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**A. Drug Free Workplace (BP 5201)** – It is a violation of Lake Chelan School District policy for any employee to unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance including alcohol and tobacco as defined by the Controlled Substances Act.

**B. Medications (BP 3416)** – Medication should not be administered by any school personnel. This includes aspirin. The exception to this is the school nurse when a guardian of the student has filled out the proper forms.

**C. Maintaining Professional Staff/Student Boundaries (BP 5253)** - The board expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries. The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

**D. Harassment, Intimidation, & Bullying (BP 3207, 5011, 6590)** – The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Any employee, who has been found to have sexually harassed another employee or student, will be subject to legal action and/or discharge.

Any employee who believes he or she has been subjected to sexual harassment or intimidation on the job is strongly encouraged to bring this to the immediate attention of his or her immediate supervisor. All such complaints will be promptly investigated and where appropriate, immediate corrective action will be taken. To the highest degree possible, allowing for a fair investigation, all such complaints will be treated in the strictest confidence.

**E. Internet Usage (BP 2022)** – The Lake Chelan School District has adopted and implemented clear standards for employees' use of state-owned computers, e-mail, internet, and voice mail. These standards will prevent employees from inadvertently mis-using systems. Please refer to BP 2022 - Electronic Resources; available in all buildings and online at [www.chelanschools.org](http://www.chelanschools.org)

***Key things to remember:***

- You should have no expectation of privacy in any matter stored in, created, received, or sent through e-mail.
- The e-mail system and internet connection is not meant for private use. Use should be directly related to your job.
- The e-mail system is for non-commercial use. A one-time notice to sell personal items is allowed, but messages about selling items for a profit-making business will not be allowed. Always be sure that internet usage is professional, appropriate and related to your particular teaching/working assignment.

**F. Student Records (BP 3231)** – The Family and Educational and Privacy Rights Act (FERPA) prohibits school personnel from sharing information contained within a student's cumulative record or special education file. Any release of information shall be requested in writing and authorized by a parent or legal guardian and shall be used only for the specific purpose for which it was granted.

Any employee shall notify his or her supervisor immediately if requested by an attorney to provide a written or formal statement regarding a child. The release of information shall not be given until appropriately authorized. ***Student, family confidentiality is of the utmost importance!***

**G. Non-Discrimination Policy and Grievance Procedure Title IX and Section 504 (BP 5010)** – The Lake Chelan School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability. This holds true for all district employment opportunities.

It is the intent of Lake Chelan School District #129 to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures, for Title IX and Section 504, have been established for students, their parents and employees who feel the school district has showed discrimination.

*The following employees been designated to handle questions and complaints of alleged discrimination:*

TITLE IX COORDINATOR / CIVIL RIGHTS COMPLIANCE COORDINATOR: Human Resources Director, Tamar Burns, PO Box 369, Chelan, WA 98816; 509-682-3515; [burnst@chelanschools.org](mailto:burnst@chelanschools.org)

SECTION 504 / ADA COORDINATOR: Special Programs Director, Mr. Kelly Kronbauer, PO Box 369, Chelan, WA 98816; 509-682-7744; [kronbauerk@chelanschools.org](mailto:kronbauerk@chelanschools.org)



## Performance Responsibilities

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**A. Substitute Work Day/Reporting to School** – Substitute teachers will be required to work the same schedule as the regular teacher. (Classified substitutes will work specific hours-per building instruction.) The substitutes will also assume the published extra duty schedule of the specific teacher. The normal duty day for teachers is (approximately): Morgen Owings Elementary 7:50 – 3:20; Chelan Middle/High School 8:00-3:30.

The district gives substitute teachers/support staff as much advance notice of their assignments as possible. It is expected that our substitutes will report to the building on the time for these assignments. All substitutes are required to sign-in with the building secretary upon arrival to the building. Necessary paperwork and additional directions will be given at that time.



**B. Appearance** – We take pride in the appearance of our building and staff. Your dress reflects pride in yourself. It also reflects on the quality of our school and our profession. Staff members are expected to dress and groom themselves in a clean and appropriate manner that will not disrupt the normal process of education.

**C. Care of School Property** – Staff members are responsible for the proper care of all textbooks, educational materials, equipment and facilities that are part of their classroom area. This includes maintaining proper control of students and their use of school property. All staff members are responsible for maintaining a clean, professional and safe working environment. No food, pop, gum, candy, coffee, paint or other materials with potential to damage carpet are allowed on or over carpeted areas.

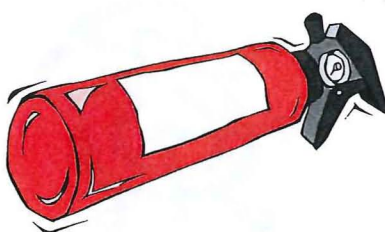
**D. Leaving the Classroom and/or the School Building** - Substitute teachers/support staff are required to remain in the school building during school hours except during their lunch break. Substitute teachers/support staff is required to remain with the students, and in the area for which they are responsible. This includes times when a guest speaker or an outside unit is being presented to your students. Check with the building principal or secretary when in doubt.

**E. Disciplinary Procedures** – Classroom substitute teachers have the primary responsibility for maintaining discipline for misbehavior. **However, it is the duty of all employees to enforce school rules in a consistent and fair manner.** You are responsible for discipline not only in the classroom, but also in the gymnasium, corridors, and other parts of school property. Please review the classroom, building policies before school starts each day.

**F. Discipline Referrals** – *Sound discipline begins in the classroom, not in the office.* The ultimate responsibility of the behavior of a student rests with the teacher. The parents of each student have the right to information concerning the actions of both the school and the student. The parents of each student who is involved in a referral for disciplinary reasons may be notified by phone. Persistent or serious problems will result in a conference with the parents in an effort to find and implement solutions to the problem. To help aid in this process discipline referral forms are available in the office of each building. These forms should be filled out and given to the proper administrators in each building.

**G. Earthquake Procedures** – Substitute teachers/support staff shall be responsible for the safety of students. Keep students in a crouched or prone position in their classroom until notified otherwise. Use your own judgment as to when to countermand general building policy to provide for safety of the students. Turn off room lights. If indoors remain indoors and take advantage of the safest available areas (under desks, tables, or benches, in doorways, in corridors or against interior walls). Stay away from glass windows or from under mounted televisions. If outdoors, move quickly away from buildings to areas completely in the clear of falling debris and/or overhead electrical wires (see district Emergency Procedures Flipchart in classrooms).

**H. Fire Drills** – All personnel, including substitutes, shall respond to the fire-warning signal regardless of the reason for the warning. Be familiar with the prescribed route posted in each classroom. Upon call of the fire warning system, vacate the room you are in immediately. Pass single file through the hallway to exits and an area at least 100 feet from buildings as designated by the classroom teacher. The classroom substitute teacher must take roll and missing students reported to the office (see district Emergency Procedures Flipchart).



**I. Lesson Plans** – Lesson plans can be found as an attachment in Absence Management (formerly Aesop), in the absent teacher's classroom, or sometimes in the office by 8:00 a.m.

*What to do if lesson plans are not available:* Please notify the building principal or secretary immediately. Since it is impossible to anticipate illness, there will be times when no lesson plans will be left. Some times the proposed material may be too difficult to cover adequately without preparation. Here are some suggestions:

- Try to maintain a continuity of lessons by referring back to the last completed day in the lesson plan book, if available, and then do a reasonable follow-up to the previous lesson.
- Check with the office to see if the regular teacher has left instructions. Obtain the permission of the principal before telephoning the teacher, if necessary.
- Accumulate and use your own prepared materials (a "survival kit"), including materials such as math worksheets or problems, creative writing exercises, or educational games.
- Younger pupils often are upset by a departure from regular routines; let them know that some things will be done differently that day. Ask for their cooperation.

**J. Accidents and Injuries** – When an accident occurs do not leave the injured student. Attend to the injury and send someone to the office for help. Particular attention to preventing accidents or injuries must be given when supervising playground areas, physical education classes and in shop and science classes.

The Chelan School District has a standard accident report form that must be filled out when an accident occurs to any student. Forms are available in each school office. Please return completed forms to the building secretary. Children who become sick in the classroom or on the playfield should not be sent to the office or restroom alone. Send a reliable child with him/her or get help from another staff member

**K. Professional Ethics** – Teacher/support staff substitutes are expected to maintain the same ethical standards as regular staff members. It is detrimental to speak negatively of students and teachers to other students, parents or other staff members. Discuss any problems or concerns with the building principal. Avoid becoming involved in student's personal problems. This can lead to conflict between the student and the regular staff member.

There is a high degree of liability concerning transporting students in your personal vehicle. Sound professional practice is to not give students “rides” without parental permission. Please refer to **Board Policy 5253-Maintaining Professional Staff/Student Boundaries**

**L. Telephone Usage** – Substitutes should feel free to use the school telephone during non-class time for any official school business. Avoid using school phones to make personal calls. When it is essential that you receive a call, make sure the caller places the call during your prep period or lunch break.

**M. Release of Students** – No substitute should release a student from class without specific authorization from the school office. Staff should never have students run errands of a personal nature.



**N. 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, a substitute should have completed the grading of any papers, prepared for the next day’s classes (to the extent he or she is able), attended any building meetings (unless excused by the principal) and returned the building keys to the office. A substitute teacher, to be most effective, should not be expected to act as a baby-sitter. *You have a definitive and important part in the education of children.* To emphasize that importance in the eyes of the regular teacher, it is most helpful to make a list of the work accomplished by the substitute particularly in reference to the lesson plans left by the regular teacher. It is also requested that the substitute teacher leave a brief written comment on each class or subject if he or she is not to return the next day. Also, note any unclear directions, noteworthy accomplishments of good behavior or discipline problems, names of students leaving the classroom at unscheduled times and reasons, and unscheduled times, and unscheduled assemblies or drills. It is also helpful if you leave your name and phone number in the event the regular teacher desires a follow-up call.

**O. Substitute Teacher Report** – Each sub is requested to fill out the Absence Feedback in Absence Management for each day of substitute work. An Absence Feedback will also be completed by the regular classroom teacher in Absence Management. Since the rating form will be utilized to evaluate each substitute teacher, it should contain constructive and detailed comments. These evaluations will be used to establish priorities in future sub placements.

# Lake Chelan School District

## Substitute Expectations

### Be Positive:

- Be positive and helpful to students and staff at ALL times.

### Model and Teach Behaviors:

- Model and teach appropriate behaviors at all times: in classroom, playground, hallways, and buses
- Keep in mind that children exhibiting negative behaviors often are dealing with circumstances out of their control.

### Be Confidential:

- Confidentiality is of the utmost importance.
- Do not share students' personal or educational information unless it is academically relevant.
- Please refer all questions to your supervising teacher.

### Take Your Break:

- It is your responsibility to take your break!
- Please keep a timely break schedule to avoid impacting others schedules.

### Be On-Time:

- Be in your designated school location when your day starts, and work to the end of your shift.
- Know the late start schedule for the week to assure on-time arrival.

### Put Your Cell Phones away:

- During work hours, cell phones should not be visible to staff or students unless there is an emergency.
- Send and receive phone calls, e-mails or texts during your breaks, at lunch or before and after school.

### Strive for a Quick and Positive Conflict Resolution:

- Differences of opinion need to be addressed professionally, privately and away from students. Respect each other's boundaries, roles, and opinions.
- When conflicts arise, go directly to the person instead of complaining to colleagues.
  - If a solution fails to be reached, promptly involve this chain of command: (1) your supervising teacher, (2) Program Director, (3) Principal.

### Dress for Success:

- Maintain professional appearance. Dress at least (1) level above students.
- Never violate the student dress code as a model for the students.

### Be Consistent:

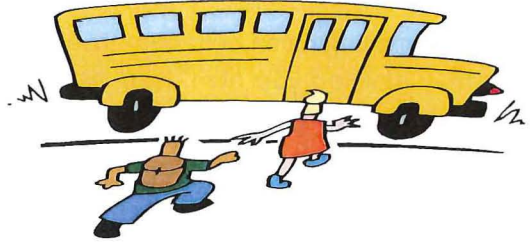
- Consistently enforce behaviors on the playground, and in buildings.
- Safety comes first.



# Information, Procedures, Hints & Help For Each Building

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## Morgen Owings Elementary



### General Information

1. Check in at the beginning of the day with the office. The secretary will provide you with any help you need. They will give you your room key, lanyard, and direct you to the lunch cards and lunch count folder.
2. Children who must leave during the day are called to the office. Do not release children to people who come to the room. All visitors should check in at the office.
3. Staff restrooms are located outside the faculty lounge and in staff workrooms throughout the building.
4. Staff generally eats together in the staff lounge during your assigned time. You may buy lunch from the cafeteria or bring something from home.
5. The principal is here to help you have a productive day, so don't hesitate to ask for assistance. Staff at your grade level is also nearby and can share new ideas or management techniques.
6. There is a telephone in the classroom and there will be information on how to use it.

### Classroom Procedures

1. Attendance is done at the beginning of the day with the computer program called "Skyward". If you do not feel comfortable using the computer, you may send a note to the office with absences on it. Take a lunch/breakfast count at this time also and put this in the folder provided. Send a student to the office with this information.
2. The school day starts at 8:25 am and Late Start Mondays at 9:40 am. There are no bells throughout the day. This allows you to proceed through the lessons without arbitrary disruptions. Be sure to pace yourself though. Finishing the teacher's plans for the day by noon can make for a rough afternoon.
3. You need to take your class to lunch and to specialists. They will return by themselves or be escorted by specialists.
4. At the end of the day, leave a note for the teacher telling him/her what went well and explaining any problems. Check out in the office before leaving.

### **Hints and Help**

1. Call children by their first name as often as possible. Children like to be recognized and respond more positively to you. There should be names on the desks or a seating chart to go by.
2. Follow the teacher's plan, but if you find yourself short a few minutes before recess or lunch, read the students a favorite book of yours, you have brought, or allow someone to choose their favorite for you to read. (Classified staff-be sure to follow your schedule unless otherwise instructed.)
3. Positive reinforcement before problems begin can help immensely. Many primary grade teachers have some type of reward system. You may develop your own using little stickers to reward quiet workers or quietly pass out notes such as "thanks for following directions!"
4. Verbal reinforcement thanking students for raising their hands or for using their "quiet voice" are good ways to keep the noise level down. Ask specific children for answers or ask questions in ways to generate organized responses. "Raise your hand if you know where the teacher keeps the construction paper."
5. The elementary school is first and foremost a child friendly atmosphere. Do not yell at children to get their attention. Most classes will respond to a raised right arm with all five fingers extended. Say, "Give me your attention in five," and quietly close individual fingers until hand is closed.
6. Boundaries are necessary at this age. You might even ask students to go over classroom rules with you. They should be posted in the room somewhere.
7. Fighting is not tolerated, nor is "back talk" or refusing to follow directions from a substitute.
8. If a child becomes disruptive you can quietly pull him back on task by calling on him or otherwise drawing him back to the task at hand.
9. Make a disruptive student into a helper. He just wanted your attention, and he will appreciate the positive boost.
10. If a child becomes too agitated or hostile, you can put the child in a "timeout" area of the classroom if there is one designated. You can also call the office and have someone come get him/her and they can sit in the office until they are ready to rejoin the class.
11. Do not grab or otherwise handle a hostile student or forcibly try to move him/her. Call the office and the principal will handle the situation.



## Chelan Middle School

### **General Information**

1. Check in at the beginning of the day with the office. The secretary will give you your classroom key.
2. Staff restrooms are located outside the faculty room and in the staff workrooms throughout the building.
3. Staff generally eats in the faculty room during their 30-minute lunch. Don't hesitate to join the other staff members there, whether you bring a lunch from home or buy lunch from the cafeteria.

### **Classroom Procedures**

1. Pick up a copy of the day's announcements and lunch menu from the office. These are normally done through the computer, but you might not have access.
2. Attendance can be taken each block and sent to the office on a sheet of paper. This is usually done on the computer as well.
3. Bells ring in the middle school hallway. There is a four-minute passing time, and students are expected to be in class and seated when the bell rings.
4. Try not to allow students to leave the room. Allowing one middle school student to go to the restroom has an amazing effect on the remaining students. Ask them to please wait until the end of class.
5. Make sure you leave a note at the end of the day outlining the day's events. Be specific about what was taught and about any discipline problems.

### **Hints and Help**

1. Use the seating chart to identify students and call them by name as often as possible. This removes the veil of anonymity that middle schoolers like to work under. ("If you don't know who I am, I can't get in trouble when the teacher returns.")
2. Briefly introduce yourself and write your name on the board. If the students can make a connection with you somehow, they tend to react more positively. There are advantages to living in a small town.
3. Classroom rules should be followed as closely as possible. Be firm without being rigid. You'll regret less at the end of the day.
4. It is generally important to maintain a sense of humor with middle schoolers, while also maintaining control (easier said than done). You will be rewarded with an enjoyable day.
5. Interventions that work with this age include:
  - Quietly moving throughout the room while students work keeps students on task and allows you to spot students having problems. Many won't ask for help otherwise.
  - Standing near a disruptive student may be enough to stop the activity, while you continue with the lesson.

- Quietly move near a disruptive student, and briefly tell him/her that his/her behavior is slowing down the class. Sarcasm or cutting remarks in front of the class at a student's expense are unnecessary and don't teach students good ways to deal with problems.
6. If interventions don't work, there might be a "time out" desk in the room to move the student away from his "audience." If there isn't one, or this doesn't work, the student can be asked to sit in the hall for a few minutes until they are ready to rejoin the class.
  7. If things escalate, the student can be sent to the office until the end of the period. This can be done with or without a written referral. You might call the office to tell them to expect the student.
  8. Fights are not tolerated, and both parties should be automatically sent to the office. Call someone if you need help. A discipline referral sheet should be filled out in the case of a fight.
  9. You can call the office at any time by picking up the phone receiver located on a wall and dialing "0".

## Chelan High School



### General Information

1. Check in at the beginning of the day with the office. The secretary will give you your classroom key.
2. Staff restrooms are located outside the faculty room and in the staff workrooms throughout the building.
3. Staff generally eats in the faculty room during their 30-minute lunch. Don't hesitate to join the other staff members there, whether you bring a lunch from home or buy lunch from the cafeteria.
4. It is important to maintain a professional attitude and use common sense when dealing with high schoolers. No matter how much they argue, remember you are the adult in charge.

### Classroom Procedures

1. Pick up a copy of the day's announcements and lunch menu from the office. These are normally done through the computer, but you might not have access.
2. Attendance can be taken each block and sent to the office on a sheet of paper. This is usually done on the computer as well. Attendance and tardies are important issues so check with the office if you have questions about procedures.
3. Be sure to follow the lesson plans left by the teacher as closely as possible. Specific information needs to be covered so they can keep on schedule.

4. Make sure you leave a note at the end of the day outlining the day's events. Be specific about what was taught and about any discipline problems.

### **Hints and Help**

1. Older high school students can handle "down time" better than younger students, but a lot of free time at the end of the period isn't recommended. "Busy work" is resented at this age, so try to pace the lesson.

2. There are times when lesson plans are incomplete or non-existent. At these times it is good to have "challenge problems" or "brain teasers" on hand to help fill the time. Magazine or newspaper articles dealing with teenage issues are good for discussions. Make sure that you have specific questions in mind to avoid a pointless discussion.

3. Help teachers by correcting any work that you can if there is a key available.

4. If you aren't familiar with a concept, ask the students to review it with you. They love to think they know more than you do, and it serves as a good review for them. Students helping students is extremely effective.

5. Be firm! High School students will have very creative reasons why they must leave the classroom. Smile, tell them you understand their problem, but ask them to wait for the bell.

6. Don't read a book, be on your phone, or otherwise ignore the students. Substitutes should visit with the students and show they are interested. Fewer discipline problems will arise.

7. Even at this age students like to help and to feel important. Ask them to pass out papers and other tasks.

8. Proactive discipline techniques might eliminate potential problems. Quietly circulate around the room while students are working or while you are giving directions. Give them their space though. They may see you as an outsider. Standing near potential troublemakers might keep them in line.

9. Call students by name if possible. This reminds them that they are not anonymous and you do know whom to report.

10. Stand near a disruptive student while reminding him/her to get back on task. An over display of force or use of sarcasm in front of peers may backfire with this age, and you'll end up with a worse problem.

11. Do not engage in a verbal power struggle with a student. If you have tried some interventions and the student is not responding, send him/her to the office to sit for the remainder of the period. Call the office on the telephone (press "0") and tell them whom to expect. Make sure you write up more serious matters in a discipline referral form.

12. Fighting is not tolerated! Students who fight are automatically to be sent to the office. Also, a show of weapons also warrants a trip to the office. Do not try to take weapons; call the principal if you need help.



## ABC's of Substitute Teaching

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- A is for "all children can learn." All substitutes should remember this important educational philosophy.
- B is for the "buddy" who will show you the ropes. Try to make friends with the teachers around you so you can use them as a resource throughout the day.
- C is for "coffee cup". A good strong cup at lunch may make the afternoon sail by. Check the teachers' lounge and bring your own cup.
- D is for "discipline". Be consistent and communicate your expectations and consequences assertively.
- E is for "Essential Learnings". These are Washington State's requirements for student learning. Familiarize yourself with these.
- F is for the "fire drill" that may occur. Look for and locate the exit plan for each room in which you work. The students will follow your lead when exiting.
- G is for "guided practice". The practice that begins immediately after the learning has been introduced and sufficiently understood by the student with the teacher monitoring.
- H is for "humor". A quick wit and the ability to laugh at something that is funny will help you stay ahead of your students. It's also a release of tension and can make the day go easier.
- I is for "independent practice". The practice that occurs after the learning is internalized and takes place without teacher supervision or monitoring.
- J is for "jeans". Feel free to wear them on Friday during our dress down day.
- K is for "kinetic", which is an adjective to describe a class of students who seem incapable of sitting still for a whole class period. Pull out your "bag of tricks" to motivate time on-task.
- L is for the "lesson plans", which may or may not be there. Be prepared for anything.

- M** is for “media center”, or library. Know where this is in case you need a VCR or another resource.
- N** is for the “note” that you leave the regular teacher. Communication is important to make the day end successfully.
- O** is for the “office”. The man center of confusion, during and after school, but the place you want to locate in an emergency or just for information.
- P** is for the “plan book”, that you might have to become Sherlock Holmes to locate. It would be to your advantage to develop a ‘bag of tricks’ (generic lesson plans) that can be used at any grade level.
- Q** is for “questioning techniques” to extend student thinking. These can often help extend and enrich any classroom discussion.
- R** is for “restrooms”. Knowing where they are just might save the day for you and your students.
- S** is for the “seating chart and schedule”, which you may find along with the plans, or you may need to develop your own quickly. It is helpful to know the students’ names.
- T** is for “traveling teachers”, which is really what each teacher is on a daily basis. These people stop along their journey to part with knowledge and wisdom with a new group of students each day.
- U** is for the “unexpected”. Murphy’s Law for Substitutes: If it is going to happen, it’ll happen when the substitute is in the room.
- V** is for the undisclosed “value” that an effective substitute possesses for the children of our district.
- W** is for the “weekend” when the phone won’t ring. Thank goodness for weekends!
- X** is for the “X-tra” class that you may have to cover during your planning...or the extra duty (such as recess duty) that all of a sudden comes up.
- Y** is for “you”. The essence of teaching is giving, but hold back a little for yourself so that you don’t burnout by December. We need you all year long!
- Z** is for the “zest” with which you answer that late phone call on a rainy Monday morning, when an extra cup of coffee and the morning newspaper sound good. Thank you!



## Tips from Working Substitutes

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### Substitute Teacher for 15 years.... Intermediate, Middle School, and High School

First of all you have to have a positive attitude about the idea of substitute teaching. When you first get going with the students you should tell the students how long their teacher will be gone (if you know), and what the agenda for the day will be. Don't keep them in the dark. Having a new teacher is enough for some kids to handle. I also suggest that one of the first things you should do is to introduce yourself to the teacher next door, before the kids come. They will share some things with you that are not down in the plan, and usually are very helpful. Also, if you get into a bind you already have a relationship established.

### Substitute Teacher for 8 years... all grades

When you first arrive, introduce yourself to the students. Tell them a little bit about yourself, and find a quick way to learn about them. Even, have the kids stand up if they are the oldest in the family or tell them to raise their hand if they love pizza, etc. For younger children you can show a laminated folder that has pictures of your family, pets, favorite sports, etc. I find that even middle school kids love to look at this. I think that uncertainty is difficult for kids, and they cause problems because of that, not because they want to be cruel. If you work at establishing a relationship right away, it is harder for a child to be a pain to someone who has gone out of their way to share.

### Substitute Teacher for 5 years... Primary, Intermediate and Middle School

I think that the most important thing is to be prepared. Take an extra 15 minutes, get there early, and really go over the lesson plans. Then find out what you are suppose to do in the case of fire drills and lock downs. Keep these things at your fingertips. Also, it is important to find out which door you are to use for drills as well as for lunch, recess, etc.

### Substitute Teacher for 3 years...Kindergarten - 6<sup>th</sup> grade

I always take some things so that I am prepared for anything. I have a book bag that is always ready to go, and has things from K-6 in it. I include a few good read aloud books. These are my favorites and I tell the kids they are my favorites. This always leads to a good discussion about favorite books. I usually have some simple activities that kids can do. I have some desk games, brainteasers, etc. I also have a book called Five Minute Miracles that lists a few hundred 5-minute projects. I always plan for a couple of these during the day. At the end of the day the class and I write a note on the board to the teacher. This always helps me get a sense of how the day went, while letting the teacher hear from the kids too.

# LAKE CHELAN SCHOOL DISTRICT 2018-2019 SCHOOL YEAR

Adopted 3/14/17 – Revised 5/10/18

8/21 – Professional Develop.  
8/22 – District Learning Day  
8/23 – School Improv. Focus  
8/27 – All Teacher work day  
8/28 – 1<sup>st</sup> day of School  
8/31 – NS

3 days

AUGUST '18						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**Key:**

LS = Late Start 9:40am  
NS = No School  
ER = Early Release  
12:30pm @MOE 12:45@MS/HS

9/3 – NS – Labor Day  
9/10 – LS 9:40am  
9/17 – LS 9:40am  
9/24 – LS 9:40am

19 days

10/1 – LS 9:40am  
10/8 – LS 9:40am  
10/11 – ER P/T Conferences  
10/12 – NS  
10/15 – LS 9:40am  
10/22 – LS 9:40am  
10/29 – LS 9:40am

22 days

OCTOBER '18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER '18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

11/1 – End of 1<sup>st</sup> Quarter  
11/5 – LS 9:40am  
11/12 – NS – Veteran's Day  
11/19 – LS 9:40am  
11/21 – 11/23 – NS – Thanksgiving  
11/26 – LS 9:40am

18 days

12/3 – LS 9:40am  
12/10 – LS 9:40am  
12/17 – LS 9:40am  
12/19 – ER  
12/20 – 1/1 – NS – Winter Break

13 days

DECEMBER '18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY '19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1/1 – NS – New Year's Day  
1/7 – LS 9:40am  
1/14 – LS 9:40am  
1/18 – ER  
1/21 – NS – Martin Luther King Day  
1/23 – End of 2<sup>nd</sup> Quarter  
1/28 – LS 9:40am

21 days

2/4 – LS 9:40am  
2/11 – LS 9:40am  
2/18 – NS – Presidents' Day  
2/25 – LS 9:40am  
2/28 – NS – Mid Winter Break

18 days

FEBRUARY '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH '19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3/1 – NS – Mid Winter Break  
3/4 – LS 9:40am  
3/11 – LS 9:40am  
3/18 – LS 9:40am  
3/25 – LS 9:40am

20 days

4/1–4/5 – NS – Spring Break  
4/8 – LS 9:40am  
4/8 – End of 3<sup>rd</sup> Quarter  
4/15 – LS 9:40am  
4/22 – LS 9:40am  
4/25 – ER P/T Conferences  
4/26 – NS  
4/29 – LS 9:40am

16 days

APRIL '19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY '19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/6 – LS 9:40am  
5/13 – LS 9:40am  
5/20 – LS 9:40am  
5/27 – NS – Memorial Day

22 days

6/3 – LS 9:40am  
6/10 – LS 9:40am  
6/12 – ER – Last Day of School

**Graduations:**  
Chelan HS – 6/7  
Chelan School of Innovation –  
Holden Village School –  
CMS Moving Up – 6/11

8 days

JUNE '19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

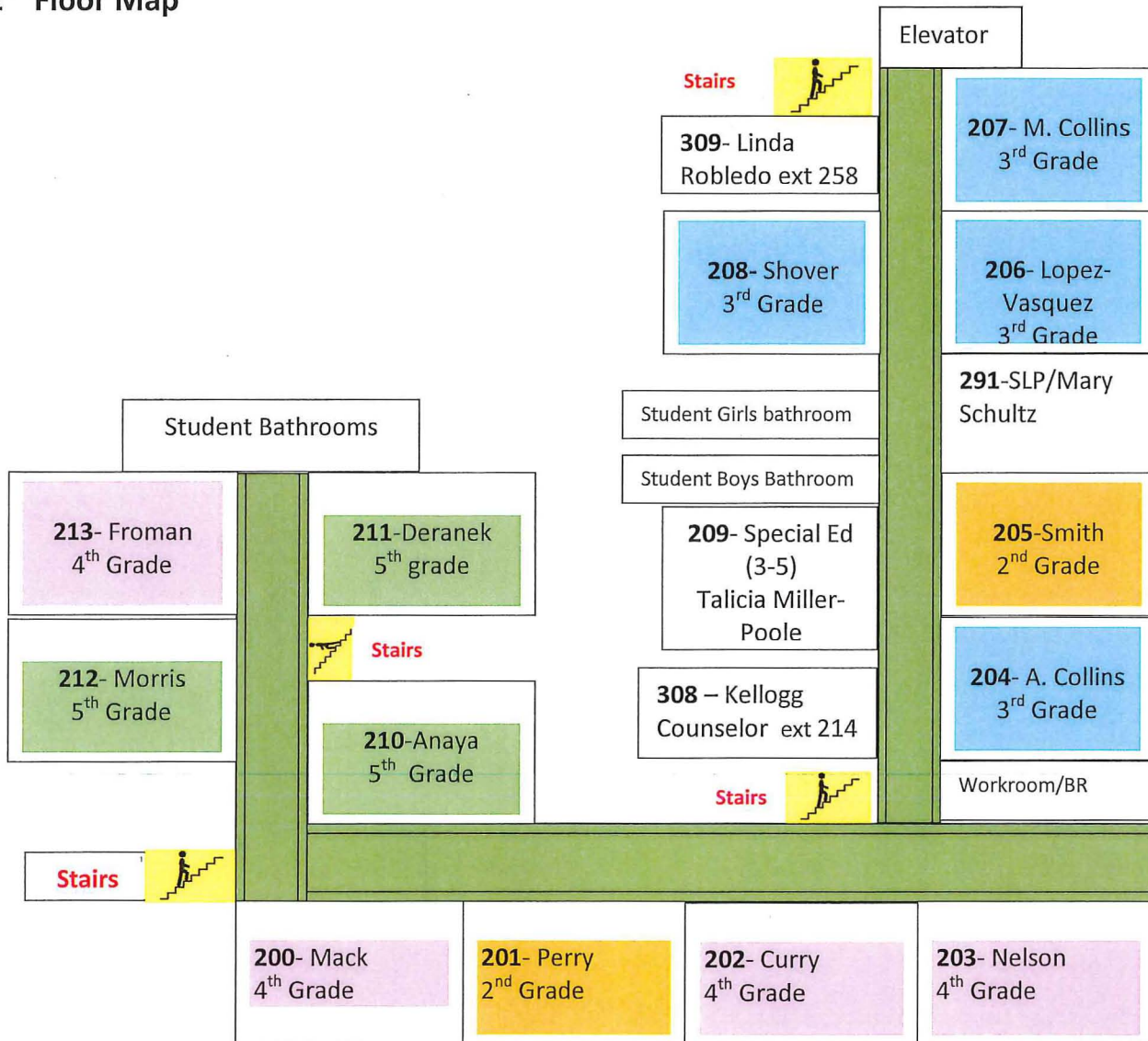
JULY '19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/4 – 4<sup>th</sup> of July Holiday

0 days



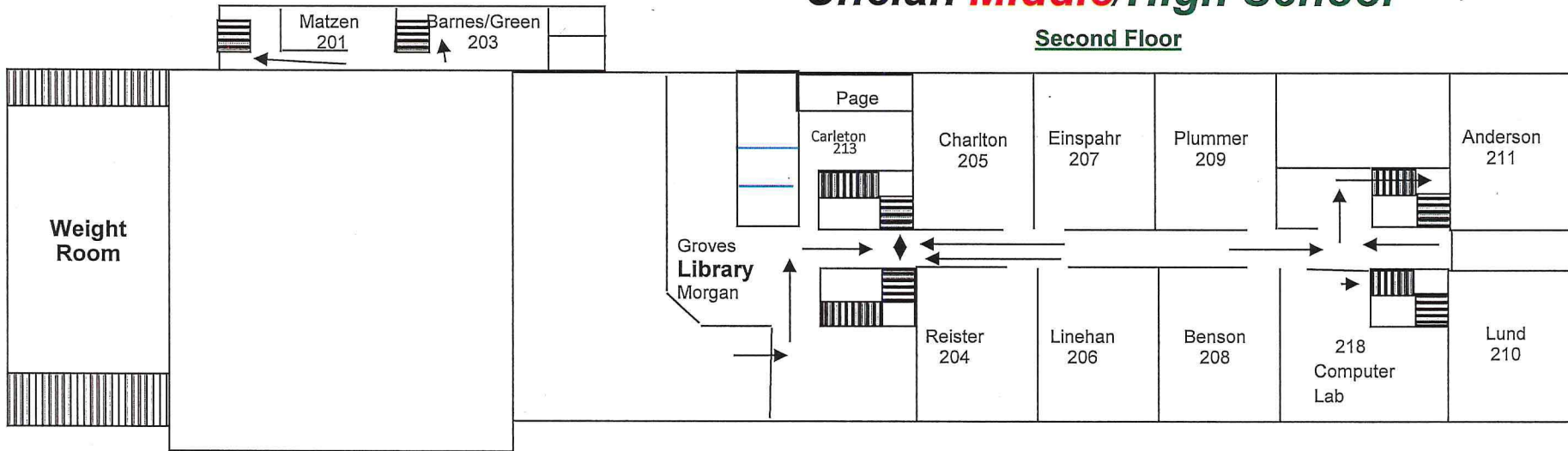
# 2<sup>nd</sup> Floor Map



Kinder
1 <sup>st</sup>
2 <sup>nd</sup>
3 <sup>rd</sup>
4 <sup>th</sup>
5 <sup>th</sup>

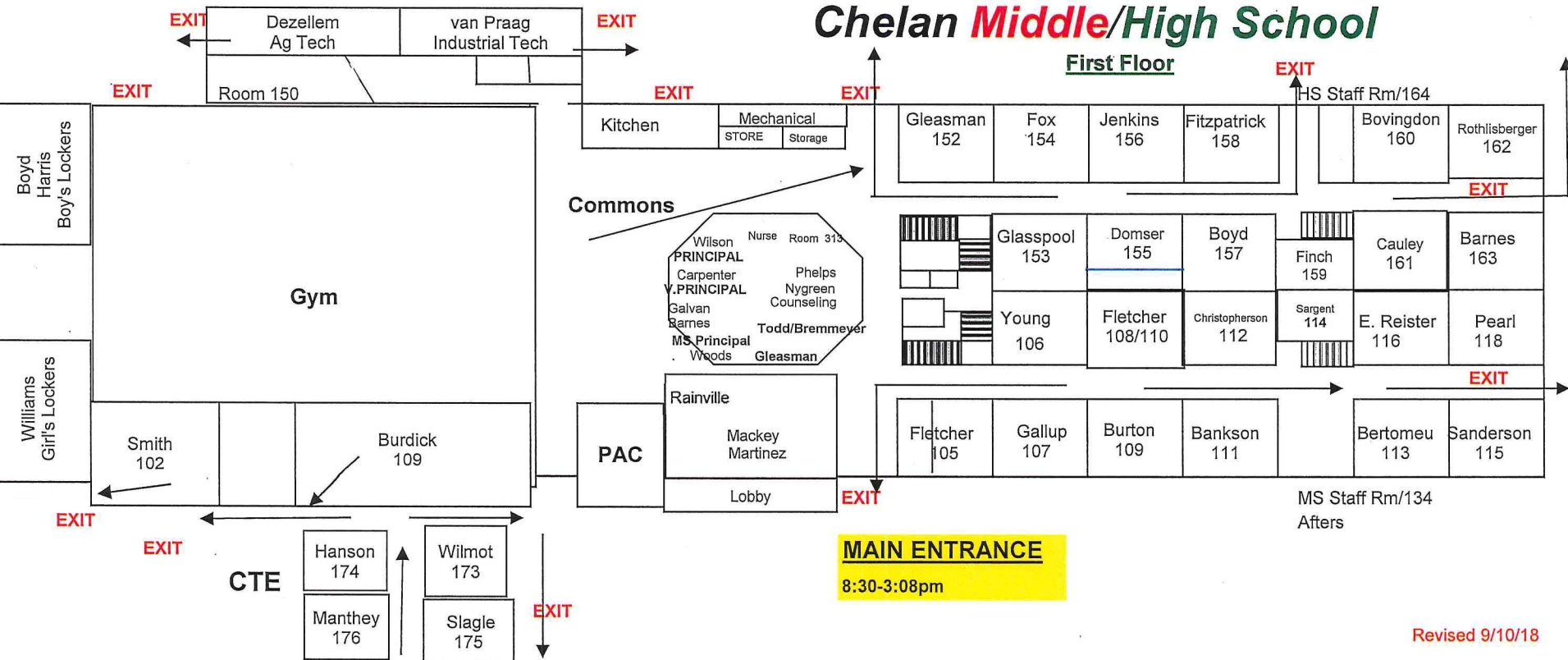
# Chelan Middle/High School

## Second Floor



# Chelan Middle/High School

## First Floor



**MAIN ENTRANCE**  
8:30-3:08pm