

Mercer Island School District #400

**Substitute
TEACHER
Handbook**



**2009
2010**

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Welcome from the Superintendent

Dear Substitute Teacher:

Welcome to Mercer Island School District. We hope you find your work with the district to be a positive experience. As a “guest teacher,” we expect that you will be treated by students and staff with the same courtesy and respect afforded the teachers you are replacing. The role that you play is vitally important for the ongoing success of our program. Your conscientious completion of assigned duties helps our students maintain learning momentum. We want to do everything possible to help you be successful in that assignment.

This handbook is designed to provide you with important information and expectations regarding your substitute responsibilities with the Mercer Island School District. It is also important to check with the building principal or office staff about aspects of a specific assignment that may not be covered in this handbook. Good luck in your role with the District. Let us know if there is anything we can do to better support you in those efforts.

Best wishes,

Dr. Gary Plano

Superintendent



Staff Directory

Administration Building

4160 86th Avenue SE
206-236-3330

Judy Shannon
Human Resources Coordinator,
206-236-3318

Jan Lamont
Human Resources Assistant,
206-236-3318

Sherrie McLaughlin
Substitute Coordinator,
206-236-3311

Dr. Gary Plano
Superintendent
206-236-3300

Dean Mack
Executive Director
of Business Services
and Human Resources
206-236-4522

Jennifer Wright
Executive Director of
Learning and Technology Services
206-236-3445

Erin Anderson
Payroll Manager,
206-236-3314

Mary Newcomer
Receptionist/Secretary
Back-up Substitute Coordinator
206-236-3330

Mercer Island High School

9100 SE 42nd Street • 236-3350

Principal

John Harrison

Associate Principal

Craig Olson

Associate Principal

Mark Roschy

Administrative Assistant

Suzy Albrecht

Main Office Secretaries

Jean Field

Barb Hallgren

Crest Learning Center

4150 86th Avenue SE • 236-3390

Secretary

Nancy Kidder

Islander Middle School

8225 SE 72nd • 236-3413

Principal

Mary Jo Budzius

Associate Principal

Aaron Miller

Administrative Assistant

Patty McCann

Island Park Elementary

5437 Island Crest Way

236-3410

Principal

Dr. Nancy Loorem

Administrative Assistant

Carol Siebert

Lakeridge Elementary

8215 SE 78th

236-3415

Principal

Fred Rundle

Administrative Assistant

Peggy Chapman

West Mercer Elementary

4141 81st Avenue SE

236-3430

Principal

Rich Mellish

Administrative Assistant

Lynn Lawrence

Your Personnel File

Items below are required for your substitute file in the Mercer Island School District.

Application:

A complete up-to-date application must be on file in the Personnel Office.

Teaching Certificate:

A valid Washington State Teaching Certificate must be registered in the Personnel Office. This certificate may be a Standard/Continuing, Provisional/Initial, or 30-day Substitute Certificate. (The 30-day Substitute Certificate is valid for teaching in any district in the State of Washington, in a public or private school, and is limited to 30 days of continuous substitute teaching in any one assignment.)

Withholding Exemption Certificate:

Federal withholding tax deductions are required by law. The form should be completed carefully and accurately, listing the social security number and signing exactly as the social security card reads.

Other Required Documents:

- Copy of Social Security Card (signed and with legal name).
- Drivers license, state photo ID, or passport.
- The Federal Immigration Form (I-9).
- Background check with FBI and Washington State Patrol.
- Retirement form.
- Applicant Disclosure form.
- Direct Deposit form for payroll.
- Washington State Sexual Misconduct Disclosure Release
- Certification of Orientation to District Policies

Payroll Information

Salaries & Assignments

The Mercer Island School District has one classification of certificated substitute: Hourly Hired Substitute. The certificated substitute per diem rate of pay will be factored annually by the rate .001957 applied to MA+90, step sixteen of the MIEA Certificated Salary Schedule. Effective September 1, 2009, the hourly rate is \$16.93, and the daily rate for seven and one half hours is \$126.97. All substitutes will have a three hour forty-five minute minimum assignment when called to substitute in any school. Although SubstituteOnline will list the jobs as *AM*, *PM*, or *ALL DAY*, this does not directly correspond with the way Mercer Island School District calculates your pay. The compensation for each assignment will be determined by the actual teaching hours.

All substitutes will report 30 minutes before their first teaching period and remain for 15 minutes after their teaching assignment to clean up and write a report. The teaching assignment includes instructional time and:

- Prep time on site (60 minutes at the secondary level and 30 minutes at the elementary level when the instructional time exceeds 150 minutes)
- Lunch (30 minutes when the instructional time exceeds 200 minutes)

Secondary Substitutes: Any teaching assignment which exceeds 6.5 hours equates to a full day of compensation. Any teaching assignment under 6.5 hours will be paid at the hourly rate. Any teaching assignment with instructional time exceeding 260 minutes will be paid the daily rate plus the hourly rate for each additional 50 minute instructional period.

In the event any one assignment continues for a period of more than ten (10) consecutive working days, the rate of pay will change to the supplemental hourly rate of pay according to the MIEA Salary Schedule, which is currently \$22.78 per hour (\$170.85 for a 7.5 hour day). This is not established on a retroactive basis.

Substitutes will complete a “monthly substitute teacher report” form prior to the established District cut-off dates. (Please see the section on *Pay Day & Timesheets*.)

Employee benefits and payroll deductions for health plans are not available to substitute teachers. The District will not authorize payroll advances.

As a substitute teacher in one of Washington’s public school districts, you may qualify to participate in one of the state’s retirement plans for teachers. As a substitute, membership in the Teachers Retirement System (TRS) is optional. You are not required to become a member of TRS or pay contributions. To get more information about purchasing service credit you can look on the DRS website (<http://www.wa.gov/drs/drs.htm>) or call 1-800-547-6657.

Split Schedules

A split schedule occurs when a teacher is not scheduled to teach classes during the middle of the day. (Currently, this happens only at the high school). Because of block scheduling, there can be several hours in the middle of the day when the classroom services of the sub are not needed. When this happens, the sub has a choice of whether to stay at the school and assist with other assigned work, or leave. When the sub chooses to leave, he or she will not be paid for the hours away from school, except that the 3.75 hour minimum will always be paid. When the sub chooses to stay at work and assist as assigned, he or she will be paid accordingly.

Assignments at Mercer Island High School

The teachers at the high school will list the subjects and periods they teach in the Subject/Job section of SubstituteOnline. It is your responsibility when accepting a substitute assignment to check their teaching schedule with reference to the block schedule (P.6) for the date of absence to determine the number of hours for which you will be paid.

Substitutes are paid hourly for classroom instruction, with prep time as noted above; a Block class counts as two teaching periods. Basically, if you are teaching at the high school Tuesday through Friday, you are paid as follows:

<u>Number of class periods taught</u>	<u>Number of hours paid</u>
3	4.5
4	6
5 (full day)	7.5
6	8.5
7 (rare)	9.5

Early Release Days

On Mondays, which are Early Release Days, the high school and middle school classes are condensed and a full teaching schedule of 5 classes with prep time equates to 5.5 paid hours. For all teaching jobs throughout the Mercer Island School District, *All Day* assignments for Early Release Mondays will be paid for the 5.5 hours of teaching.

Pay Day & Timesheets

Substitute teachers will be paid on the regular school district payday, the last working day of the month. Monthly Substitute Teacher Reports (timesheets) will be available through the school's administrative assistant. Each substitute is expected to sign in every morning and sign out at the end of the teaching assignment. The substitute should always sign his or her timesheet. Timesheets for substituting are forwarded by the principal to the Business Office no later than the published cutoff date for payroll (see monthly substitute teacher report for cutoff dates on page 20). Payment for time worked after timesheets are sent in will be made on the following month's warrant.

Elementary & Middle School Class Hours

- Island Park** Grades 1-5: 9:15 a.m. to 3:30 p.m. **Subs report: 8:30 a.m.-3:45 p.m.**
AM Kindergarten: 9:15 a.m. to 12:00 p.m. **Subs report: 8:30 a.m.-12:15 p.m.**
No PM Kindergarten.
All Day (KAP) Kindergarten: 9:15 a.m. to 3:30 p.m. **Subs report: 8:30 a.m.-3:45 p.m.**
- Lakeridge** Grades 1-5: 9:15 a.m. to 3:30 p.m. **Subs report: 8:30 a.m.-3:45 p.m.**
No AM Kindergarten.
No PM Kindergarten.
All Day (KAP) Kindergarten: 9:15 a.m. to 3:30 p.m. **Subs report: 8:30 a.m.-3:45 p.m.**
- West Mercer** Grades 1-5: 9:15 a.m. to 3:30 p.m. **Subs report: 8:30 a.m.-3:45 p.m.**
AM Kindergarten: 9:15 a.m. to 12:00 p.m. **Subs report: 8:30 a.m.-12:15 p.m.**
All Day (KAP) Kindergarten: 9:15 a.m. to 3:30 p.m. **Subs report: 8:30 a.m.-3:45 p.m.**
No PM Kindergarten.
- Islander Middle School** 8:25 a.m. to 2:50 p.m. **Subs report: 7:45 a.m.-3:05 p.m.**
A.M. only: 7:45 a.m.-11:30 a.m.
P.M. only: 11:00 a.m.- 3:05 p.m.

Early Release Hours

Elementary: 2:00 p.m.

Middle School: 1:20 p.m.

High School: 12:55 p.m./1:30 p.m.

MERCER ISLAND HIGH SCHOOL
DAILY SCHEDULE
2009-2010

Monday	Tuesday	Wednesday	Thursday	Friday
1st 8:00 - 8:30 (30 minutes)	1st 8:00 - 9:45 (105 minutes)	1st 8:00 - 8:50 (50 minutes)	2nd 8:00 - 9:45 (105 minutes)	1st 8:00 - 8:50 (50 minutes)
2nd 8:35 - 9:05 (30 minutes)		2nd 8:55 - 9:45 (50 minutes)		2nd 8:55 - 9:45 (50 minutes)
Bridges 9:10 10:05 (55 minutes)		3rd 9:50 - 11:40 (110 minutes)		3rd 9:50 - 11:40 (110 minutes)
3rd 10:10 - 10:40 (30 minutes)	4th 9:50 - 11:40 (110 minutes)	3rd 9:50 - 11:40 (110 minutes)	4th 10:50 - 11:40 (50 minutes)	3rd 9:50 - 10:45 (55 minutes)
4th 10:45 - 11:15 (30 minutes)				4th 10:50 - 11:40 (50 minutes)
1st Lunch 11:15 - 11:45 (35 min)	5th A 11:20-11:50 (30 min)	1st Lunch 11:40-12:15 (35 min)	1st Lunch 11:40-12:15 (35 min)	1st Lunch 11:40-12:15 (35 min)
5th B 11:50-12:20 (30 min)	2nd Lunch 11:50-12:20 (35 min)	5th A 11:45-12:35 (50 min)	5th A 11:45-12:35 (50 min)	5th A 11:45-12:35 (50 min)
6th 12:25 - 12:55 (30 minutes)	6th B 12:20-1:10 (50 min)	5th B 12:20-1:10 (50 min)	5th B 12:20-2:05 (105 min)	5th B 12:20-1:10 (50 min)
	2nd Lunch 12:35-1:10 (35 min)	2nd Lunch 12:35-1:10 (35 min)		2nd Lunch 12:35-1:10 (35 min)
7th 1:00 - 1:30 (30 minutes)	7th 1:15 - 3:00 (105 minutes)	6th 1:15 - 3:00 (105 minutes)	5th A 1:15-2:05 (50 min)	6th 1:15 - 2:05 (50 minutes)
Staff Development				7th 2:10 - 3:00 (50 minutes)

*MERCER ISLAND HIGH SCHOOL
ASSEMBLY SCHEDULE
2009-2010*

Monday		Tuesday		Wednesday		Thursday		Friday	
1	8:00-8:30 (30)	1st Block 8:00-9:45 (105)		1 8:00-8:50 (50)		2nd Block 8:00 - 9:45 (105)		1 8:00-8:42 (42)	
2	8:35-9:05 (30)							2 8:55-9:45 (50)	
BRIDGES 9:10-10:05 (55)									
3	10:10-10:40 (30)	4th Block 9:50-11:40 (110)		3rd Block 9:50-11:40 (110)		3 9:50 - 10:45 (55)		ASSEMBLY 9:34-10:30 (56)	
4	10:45-11:15 (30)							4 10:50 - 11:40 (50)	
1st Lunch 11:15-11:45 (30)	5-A 11:20-11:50 (30)								
5-B 11:50-12:20 (30)	2nd Lunch 11:50-12:20 (30)	1st Lunch 11:40-12:15 (35)	6-A 11:45-12:35 (50)	1st Lunch 11:40-12:15 (35)	5-A 11:45-12:35 (50)	1st Lunch 11:40-12:15 (35)	5-A Block 11:45-12:35 (50)	1st Lunch 12:04-12:39 (35)	5-A 12:09-12:51 (42)
6	12:25-12:55 (30)	6-B 12:20-1:10 (50)	2nd Lunch 12:35-1:10 (35)	5B 12:20 - 1:10 (50)	2nd Lunch 12:35-1:10 (35)	5-B Block 12:20 - 2:05 (105)	2nd Lunch 12:35-1:10 (35)	5-B 12:44-1:26 (42)	2nd Lunch 12:51-1:26 (35)
7	1:00-1:30 (30)	7th Block 1:15-3:00 (105)		6th Block 1:15-3:00 (105)		5-A Block 1:15 - 2:05 (50)		6 1:31-2:13 (42)	
Staff Development Activities								7 2:18-3:00 (42)	
						7 2:10 - 3:00 (50)			

*MERCER ISLAND HIGH SCHOOL
NO BLOCK SCHEDULE WEEKS
2009-2010*

During these days/weeks there are No Block Classes

September 2 - 11	First two weeks of school (seven period days)
October 5 - 8	Homecoming Week (7 periods)
November 9 – 13	Veterans Day Week (W holiday; M, T, Th, F 7 periods)
November 23 - 27	Thanksgiving Week (seven period days)
January 19 - 22	First Semester Final Exam Schedule
January 26 - 29	First Week of Second Semester (seven period days)
February 17 - 19	Week following President’s Day Holidays
March 15 - 20	HSPE Testing (T,W,Th testing; M,F 7 periods)
April 12 - 16	HSPE Testing (T,Th testing; M,W,F 7 periods)
June 7 - 11	Senior Finals/Senior Assembly Week (7 periods)
June 14 - 16	Second Semester Final Exam Schedule
June 17	Last school day/Make-up only – no classes scheduled
June 18	Built-in Inclement Weather Day (no school)

*MERCER ISLAND HIGH SCHOOL
ASSEMBLY SCHEDULE
2009-2010*

Friday Assembly Dates

September 11	Fall Sports Assembly
October 8.....	Homecoming Assembly
December 4	Winter Sports Assembly
March 19.....	Spring Sports Assembly
June 9	Senior Assembly

Dates subject to change

MERCER ISLAND HIGH SCHOOL
7-PERIOD WEEK SCHEDULE
2009-2010

Monday		Tuesday		Wednesday		Thursday		Friday	
1 8:00-8:30 (30)		1 8:00-8:50		1 8:00-8:50		1 8:00-8:50		1 8:00-8:50	
2 8:35-9:05 (30)									
BRIDGES 9:10-10:05 (55)		2 8:55-9:45		2 8:55-9:45		2 8:55-9:45		2 8:55-9:45	
3 10:10-10:40 (30)									
4 10:45-11:15 (30)		3 9:50-10:45		3 9:50-10:45		3 9:50-10:45		3 9:50-10:45	
1st Lunch 11:15- 11:45 (30)	5-A 11:20- 11:50 (30)								
	4 10:50-11:40		4 10:50-11:40		4 10:50-11:40		4 10:50-11:40		
5-B 11:50- 12:20 (30)	2nd Lunch 11:50- 12:20 (30)	1st Lunch 11:40- 12:15	5-A 11:45- 12:35	1st Lunch 11:40- 12:15	5-A 11:45- 12:35	1st Lunch 11:40- 12:15	5-A 11:45- 12:35	1st Lunch 11:40- 12:15	5-A 11:45- 12:35
6 12:25-12:55 (30)		5-B 12:20-1:10	2nd Lunch 12:40- 1:10	5-B 12:20-1:10	2nd Lunch 12:40- 1:10	5-B 12:20-1:10	2nd Lunch 12:40- 1:10	5-B 12:20-1:10	2nd Lunch 12:40- 1:10
7 1:00-1:30 (30)		6 1:15-2:05		6 1:15-2:05		6 1:15-2:05		6 1:15-2:05	
Staff Development Activities									
		7 2:10-3:00		7 2:10-3:00		7 2:10-3:00		7 2:10-3:00	

MERCER ISLAND HIGH SCHOOL
EMERGENCY (LATE) ARRIVAL SCHEDULE
2009-2010

TUESDAY through FRIDAY
(Seven Periods ~ No Blocks)

One Hour Late Schedule:

Period 1	9:00 – 9:42
Period 2	9:47 – 10:29
Period 3	10:34 – 11:16
Period 4	11:21 – 12:03
<u>First Lunch</u>	<u>12:03 – 12:38</u>
Period 5B	12:43 – 1:25
Period 5A	12:08 – 12:50
<u>Second Lunch</u>	<u>12:50 – 1:25</u>
Period 6	1:30 – 2:12
Period 7	2:17 – 3:00

Two Hours Late Schedule:

Period 1	10:00 – 10:34
Period 2	10:39 – 11:13
Period 3	11:18 – 11:52
Period 4	11:57 – 12:31
<u>First Lunch</u>	<u>12:31 – 1:06</u>
Period 5B	1:11 – 1:45
Period 5A	12:36 – 1:10
<u>Second Lunch</u>	<u>1:10 – 1:45</u>
Period 6	1:50 – 2:22
Period 7	2:27 – 3:00

Your Responsibilities as a Substitute

Accepting the Assignment

Open jobs will be posted with SubstituteOnline, but you may also receive calls from Sherrie McLaughlin or Mary Newcomer. Completing your Personal Info screen and updating your online calendar are essential to your job as a substitute. See pages 18 & 19 for SubstituteOnline detail.

It is your responsibility to determine the start and end times for any assignment you accept with SubstituteOnline. If you accept a job at the High School or a part-day assignment at any other school, check the Detail box for the assignment to see more information regarding the job as well as a message alert regarding a lesson plan or comments. Click on Comments/Lesson Plan button (lower left on screen) to read teacher's notes regarding teaching assignment times and plans. This is printable from your browser.

If you decide to **cancel** a job that you had scheduled to work, go to the **Review/Cancel** screen which will list your current job assignments.

Check the specific job for cancellation

Click OK to confirm cancellation,

Submit cancellation. This will return the job to an open status for viewing by all substitutes.

IMPORTANT: If you are canceling a job within 2 hours of the assignment, you must call Sherrie McLaughlin on the subline (236-3311) in the AM before 8:00 or the Admin Asst. at the school if it is after 8:00 AM.

On Arrival and Departure

The district requires that substitute teachers adhere to the arrival time that applies to regular teachers. Be at the building at least one-half hour before you are to begin teaching. **For high school subs:** After noting the teacher's class schedule, please be sure to check the daily (block) schedule to determine which classes are taught this day.

Report directly to the school office. Sign in at the office on your arrival and sign out at the time of departure each day. This will insure your being reported on the payroll of the school for which you have substituted. Also check at this time to determine whether you will be needed for the following day. Close cooperation among the substitute teacher, the school office, the building principal, and the teacher involved is necessary to keep each other informed about a particular substitute assignment and the date of its termination. Be sure to check the absent teacher's mailbox before reporting to the teacher station.

Keys

Substitutes are generally given a room key at the start of their shift. Keep the key with you at all times. Do not give students access to your key at any time. Return the key to the office in your substitute file when you leave the building.

Lesson Plans and Materials

Lesson Plans may be included in the SubstituteOnline request (as noted above) or may have been left in the absent teacher's classroom or in the school office. However, since it is not always possible to anticipate an absence, and since even the regular teacher's lesson plans are subject to change, it is wise for you to develop short units and activities to use when suitable.

Do your best to carry out the regular school program. Assume the regular and special duties of the teacher, unless otherwise directed (this you may wish to inquire about). If only limited plans

are available, remember that you are a teacher and that you will dig into your 'bag of tricks' to carry you through. You have the professional know-how.

Teaching the Class

As a substitute, you have the prime responsibility of teaching what the regular teacher has outlined. The following suggestions are offered:

- Be prepared—through plans and materials left by the regular teacher or, if needed, through the use of short units of your own.
- Begin on time—do not give the class time to develop restlessness and disinterest. Begin immediately and get the students involved.
- Introduce yourself—explain why you are there; emphasize that class will be conducted as usual according to the regular teacher's instructions. Write your name on the board.
- Make clear presentations—what the students gain from the lesson will depend on how well you present it.
- Provide for student involvement—in a really good lesson, students should have an active part—in discussion, planning, questioning, and decision making. Be sure that directions are clear and supervision is provided.
- Follow the lesson plan. Make careful note of what you were able to cover.

Room and Equipment Care

The care of the room and the equipment within is your responsibility. 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 you are expected to do the picking up; see that it is done by the students.

Care of computers, science and art lab materials, videos, tools, and other specialty equipment in the classroom is part of your supervisory responsibility. **You are in charge.** Let the students know right away that you have a zero-tolerance policy for misuse or abuse of equipment.

Note re: substitute's use of teacher's computer & phone: Please refrain from using the classroom or office computer for personal use. It is not appropriate for you to make any personal calls during class time, even if the students are working independently; make those calls during break.

Accidents and Injuries

Always use common sense when an accident or injury occurs. Do not leave the injured student. Attend to the injury and send someone else to the office or nearest staff member for help. As an employee of the Mercer Island School District you are required to complete the training on Bloodborne Pathogens so you should already have knowledge of protective measures and guidelines to reduce risk of exposure to disease. If you make personal contact with blood or bodily fluids, notify the principal immediately. If a student is injured in your class, you are required to complete an accident form which you obtain from the school office. Do not leave children unattended in a classroom during recess or break! Children who become sick either in the classroom or on the play field should not be sent to the office or restroom alone. Either send a reliable child with him/her or get help from another staff member.

Administering Medicine to Students

Substitutes are not to distribute or administer medication. Instead, students should be sent to the school nurse or office manger. Unauthorized administration of medicines to students can have serious legal consequences and any exceptions to this prohibition must be expressly authorized.

Release of Students

Students are never released from class without specific authorization from the school office. Any parent or visitor(s) to a building must report to the office first before visiting any classrooms. Be aware of other classes in session. Do not dismiss your class early to roam the halls while other teachers are still conducting their classes. Do not allow students to go on errands outside the building. Escort Kindergarten students when they leave the classroom for lunch, specialists, and at the end of the day; stay with them until they are safely through the ticket line at lunch, or have been greeted by a specialist teacher.

Ending the Day

You are required to stay fifteen (15) minutes after students are dismissed. Besides leaving the room in good order, please attend to the following details before leaving the building.

- Write a brief summary of the events of the day for the regular teacher (work accomplished, behavior, or other data important to the teachers).
- Check with office before you leave the building at the end of the day.
- Sign substitute teacher's time card for the time served in each building.
- Return keys and any materials checked out.

Forms needed for any of the above may be obtained in the school office.

Professional Ethics

Constructive criticism can be valuable to the school and shall be accepted in that light. No doubt there will be times when, as a substitute teacher, you will feel duty-bound to talk to the principal. However, the time to report is immediately: the place is at the school; and the principal should be the one to receive the report.

Please don't make offhand judgements based on insufficient information or observation. Guard against making unfavorable comparisons of pupils, parents, teachers or schools— within or outside the district. Refer any parent with serious concerns to the principal.

As a teacher, you have an obligation to ensure confidentiality and maintain good professional relationships. As an employee of MISD you are expected to foster and support the dignity and safety of all members of the school community.

The Mercer Island School District is committed to a safe and civil educational environment, free from harassment, hazing, intimidation or bullying for all students, employees, volunteers, and community members.** (Please familiarize yourself with District Policies and Regulations on pages 22-41).

Appropriate Dress

New substitutes often ask, “What should I wear to work?” Remember, first impressions do make a difference. You have an opportunity to immediately communicate to the students and other staff that you take education seriously by dressing professionally. Your choice of clothing should distinguish you from the students, and should not reveal chest or midriff.

Emergency procedures and Drills

Each school has a set of Emergency Procedures (and Drills) for: Fire, Lock Down, Intruder Alert, and Earthquake. Please ask for a copy when you check-in for the first time at each school. The information should also be posted in each room; please familiarize yourself during the prep time before teaching.

Accountability for all students in your room is your responsibility. Taking attendance and communicating this information is of utmost importance, so bring the class list with you if the direction requires you to leave the room. These procedures are designed to protect staff and students. You should maintain a calm environment by remaining calm yourself and reassuring students that everything possible is being done to return the situation to normal.

Emergency School Operation

If you think the weather may create hazardous traveling conditions and school may be delayed or cancelled, information will be posted on www.schoolreport.org. This site is tied directly to media broadcast system, so you could listen to the radio/TV: KIRO 710/CH7, KOMO 1000/CH4, KING CH5 between 5:30 a.m. and 8:00 a.m. Stations will be notified by 5:00 a.m. for any “to school” schedule changes and 11:00 a.m. for an early emergency dismissal. You may also call the district information line (206) 236-3366 or the emergency number (206) 236-3338 for a recorded announcement. You will **not** receive a call from the sub coordinator about schedule changes.

We will assume that if you are assigned to work, you will make the necessary adjustments (or call with questions) and be there at the appropriate time, unless school has been closed. As always, if you find it necessary to cancel your assignment, please do so as soon as you know.

Responsibilities of the School & Regular Teacher

Welcome to the Building

- You should report directly to the school office to check in and receive the assignment. If this is the first assignment to the building, you will be met and welcomed. This is usually done by the principal, but may be done by other personnel.
- You should be informed of any special duties or particular problems.
- Directions will be given to the lunchroom and the teachers' room. Cafeteria service is available in each building.

Regular Teachers

- Regular teachers are expected to provide accurate and detailed information regarding their absence, including information about the class start and ending times.
- Regular teachers are expected to provide class schedules of daily programs, seating charts, lesson plans, special directions, if needed, and materials to carry on the regular class work.
- It is the responsibility of the regular teacher to help establish with the students an attitude of cooperation with substitute teachers.
- If the regular teacher has any report to make of the substitute teacher's work which involves the welfare of the school and pupils, it should be so registered with the principal on an objective and professional basis.

- It is the regular teacher's responsibility to notify the school office when ready to return to duty.

Evaluation of Substitute Teachers

Periodically during the year and at the close of the school year or at such other times as are necessary in maintaining teacher competency, each principal is expected to send to the Personnel Office a report or evaluation of the substitute teachers who have been assigned in her/his building.

Classroom Bag o' Tricks...

Classroom Control

Class control may be a major problem for a substitute. A few simple suggestions will help you establish good class routines, provide for an efficient learning situation, and establish mutual respect of teacher and students.

- Be patient. It is natural for a class to test a substitute. You represent a change for them. Patience, understanding, firmness and respect will diminish distrust.
- Expect good behavior. Students will respond to your expectations of them. A positive approach is worth a hundred negative rules. Many teachers post class standards and rules. Be familiar with these and follow up as consistently as possible.
- Be fair and consistent. Your success in classroom control will depend to a great extent on your degree of fairness and consistent treatment. Children must know what to expect of you and what you expect of them. Uncertainty breeds misbehavior.
- Be ready. Materials and plans for the day are a must. This is another reason for getting in early and ensuring that you know what you want the class to be doing during the day.
- Leave time. 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.
- If you have a problem, feel free to ask the principal or associate principal at the secondary level.

Discipline

Each school has its own discipline policy, a copy of which is available at the front desk when you check in. Please review the policy the first time you sub there, and ask the Administrative Assistant or the Principal if you have questions about how to interpret or apply the policy.

The following are suggestions to help you with classroom management:

- Know the students' names!
- Begin the day positively and firmly. Clearly state your expectations. Let the students know "anything" doesn't go. The substitute's first words and actions usually go a long way to set the day's discipline. You must command respect with your actions.

- Remain calm and relaxed. Don't lose your “cool.”
- Maintain established routines as much as possible.
- Be positive. Try to see that every student has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.
- Keep your students on task.
- Follow-through is important. Students need to know that you can command the situation and will.
- Solve problems “on the spot.” Don't degrade the student in front of others, but do handle situations when they occur.
- Deal with the individual student, not the group, when corrections are necessary. Be sure to have all the facts.
- Be firm. But, rather than issuing an ultimatum, give the student a choice (e.g., meeting the needs of the classroom for that day, or not taking part in the classroom activities by moving his desk to the back of the room). Give the child only one chance; if he has made the wrong choice and cannot follow instructions, then follow through.
- With elementary youngsters, encourage them to make their regular teacher proud of them.
- With middle school youngsters, use eye contact—be firm and direct.
- At the middle school—use nonverbal direction where possible. Avoid a personal confrontation that allows the student to argue.
- Class extra noisy? Give a surprise quiz on the material covered in the period.
- If you do send a student to the principal's office, go with him if at all possible. Otherwise, send a detailed note, and call the office on the intercom.
- If you anticipate problems, let the principal know in advance.

K eep your
sense of
humor—
You are in charge!

Panic Time

- Inquire about and compliment things in the room (if applicable).
- Involve the students. Put things on their level.

In the primary grades:

- Give children exercise (finger play, active songs, following actions of leader) to allow a break time.
- Read a story aloud to the children. Let them choose a favorite book or bring a few of your own.
- Teach a favorite good morning song.

In the elementary grades:

- Bring a couple of puzzles to keep the active ones busy.
- Bring one seatwork idea for the first thing in the morning.
- Word games are good. Have children unscramble letters to make words (e.g. etates!: Seattle) or build words using various combinations of letters in a word like Thanksgiving.
- Math games and contests are always good.
- Prepare a simple art lesson suitable for each grade level.
- Have an impromptu talent show.
- Introduce three or four library books to be read when work is done.

In the middle school:

- Take a daily newspaper.
- Take a library book that the class would enjoy.

In music classes:

- Use a CD or tape of a musical show.
- Have a music puzzle handy.

With any group:

- Do smile.
- Be friendly.
- Show enthusiasm.

Thank you again for serving as a substitute in the Mercer Island School District. We appreciate your help and assistance.

Personal Information Screen for Substitutes

Copyright 1999 Substitute Online, Inc.

The screenshot shows a web browser window titled 'Personal Info for Substitutes' for user 'LISA CHANDLER'. The interface includes several input fields and checkboxes. Callout boxes provide instructions for these elements:

- Online Help:** A button in the top left corner.
- Update your email address and phone number:** Points to the 'E-mail' and 'Phone' fields.
- Notes that you want to leave for the sub office:** Points to the 'Notes' field containing 'Do not call before 6 am, prefer south'.
- Check if you are NOT available to work, for an extended period of time. You Must enter Return date:** Points to the 'DO NOT CONTACT ME UNTIL' field.
- Check any day/s of the week you are NOT available to work:** Points to the 'Days Not Available' checkboxes (Sun, Mon, Tue, Wed, Thu, Fri, Sat).
- Preferences that you want teachers and dispatchers or secretaries to see. Include areas of the city as well as Subject Codes *:** Points to the 'Preferences' field containing 'K-3, K-6, K-6MU Prefer south of city'.
- When ALL information is correct, click "UPDATE CHANGES" button and wait for confirmation:** Points to the green 'UPDATE CHANGES' button at the bottom.

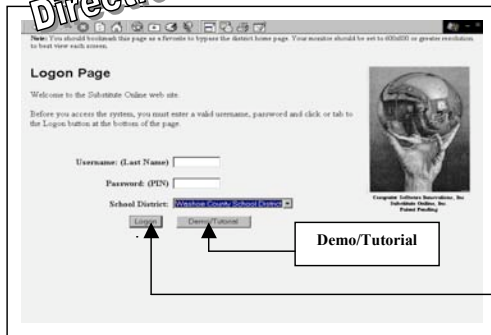
The 'Subject Codes' table is as follows:

Subject Code	Description	Subject Code	Description
7-3	7-3 ALL SUBJECTS	7-3AT	7-3 APPLIED TECHNOLOGY
7-3AR	7-3 ART	7-3EN	7-3 ENGLISH
7-3FL	7-3 FOREIGN LANGUAGE	7-3MA	7-3 MATH
7-3MU	7-3 MUSIC	7-3PE	7-3 PHYSICAL ED
7-3SC	7-3 SCIENCE	7-3SS	7-3 SOCIAL SCIENCE
7-3SE	7-3 SPECIAL ED	ART	9-12 ART
ENG	9-12 ENGLISH	FLANG	9-12 FOREIGN LANGUAGE
MATH	9-12 MATH	MUSIC	9-12 MUSIC
PHYED	9-12 PHYSICAL ED	SCI	9-12 SCIENCE
SOCSC	9-12 SOCIAL SCIENCE	SPED	9-12 SPECIAL ED
9-12	ALL SUBJECTS	4-6	GRADES 4-6
K-3	GRADES K-3	K-6	K-6 ALL SUBJECTS
K-6AR	K-6 ART	K-6FL	K-6 FOREIGN LANGUAGE
K-6MU	K-6 MUSIC	K-6PE	K-6 PHYSICAL ED
K-6SE	K-6 SPECIAL ED	K	KINDERGARDEN

***Note:** make certain that you use the correct Subject Codes so that the system will match your Preferences with the appropriate jobs available. In an emergency situation, you may also be contacted for other jobs as well.

Substitute Directions

Substitute Online™



With 3 clicks you may **Log-on, Select** and **Submit a Job Request**.

As an **approved** substitute, you must first Log-on. The Log-on screen should appear with the Log-on button visible. If you do not see the Log-on button, you need to first adjust your System, Properties, Settings to 800 by 600 pixels.

The program requires your **Last Name** and **Password**. Click the **Log-on** button when ready, two more clicks and you are done.



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



KAROL clicks on the **Detail** box for **KIM MADISON**.



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.

Copyright © 1999 Computer Software Innovations, Patent Pending (800)735-7063 PST

Sub Directions.doc



Mercer Island School District
2009-2010
Student
Calendar

September 2009

M	T	W	Th	F
	1	2	3	4
7 ^H	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2009

M	T	W	Th	F
			1	2
5	6	7	8	9*
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2009

M	T	W	Th	F
2	3	4	5	6
9	10	11 ^H	12	13
ELEM 16	17	18	19	20
23	24	25 ^H	26 ^H	27
30				

December 2009

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25 ^H
28	29	30	31	

September	2.....First Day of School 7..... <i>Labor Day</i> K-12 Early Release Days: 14, 21, 28
October	9.....Non-Contract Day – No School K-12 30.....First Quarter Ends K-12 Early Release Days: 5,12,19, 26
November	11..... <i>Veteran's Day</i> – No School K-12 16.....Elementary LID – No School K-5 19-25.....Elementary Conference Days – Noon Dismissal 24.....Trimester Ends 25.....IMS LID – No School 6-8 26-27..... <i>Thanksgiving Holiday</i> – No School K-12 K-12 Early Release Days: 2, 9, 16, 23, 30
December	21-31..... <i>Winter Break</i> – No School K-12 K-12 Early Release Days: 7, 14
January	1..... <i>New Years Day</i> – No School K-12 18..... <i>Martin Luther King Jr. Day</i> – No School K-12 22.....Semester Ends, Second Quarter Ends 25.....HS LID – No School 9-12 K-12 Early Release Days: 4, 11, 25
February	15-16..... <i>President's Weekend</i> – No School K-12 K-12 Early Release Days: 1, 8, 22
March	5.....Report Card Prep-Elementary Noon Dismissal 11.....Trimester Ends 12..... <i>First Inclement Weather Day</i> No School K-12 29-31..... <i>Spring Break</i> – No School K-12 K-12 Early Release Days: 1, 8, 15, 22
April	1-2..... <i>Spring Break continued</i> – No School K-12 9.....Third Quarter Ends K-12 Early Release Days: 5, 12, 19, 26
May	28..... <i>Second Inclement Weather Day</i> No School K-12 31..... <i>Memorial Day</i> – No School K-12 K-12 Early Release Days: 3, 10, 17, 24
June	11.....Report Card Prep-Elementary Noon Dismissal 17..... Last Day of School 18..... <i>Third Inclement Weather Day</i> K-12 Early Release Days: 7, 14

Symbol Key

- First/Last day of school
- No School
- Elementary Conference Days
- Elementary & Middle School and High School LID Days
- Elementary Noon Dismissal
- * Non-Contract Day-No School K-12
- Built-In Inclement Weather Day

January 2010

M	T	W	Th	F
				1 ^H
4	5	6	7	8
11	12	13	14	15
18 ^H	19	20	21	22
25 ^H	26	27	28	29

February 2010

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15 ^H	16	17	18	19
22	23	24	25	26

March 2010

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2010

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2010

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 ^H				

June 2010

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

ELECTRONIC INFORMATION NETWORK

The district is connected to a statewide communication system (the K-20 Network), which provides Internet access and interactive video conferencing. This network allows unprecedented opportunities for students, staff and the educational community to communicate, learn, access and publish information. The district believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and students success in the future. These new opportunities also pose many new challenges including, but not limited to, access for all students developmental appropriateness of material, conservation of resources, security/privacy/confidentiality, and cost of maintaining the system. To protect students from access to information on the Internet that is obscene, pornographic or is harmful to minors, filtering software has been activated on the district network. The district will endeavor to ensure that these concerns are appropriately addressed, but cannot ensure that problems will not arise.

By connecting to this network, the district intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. The district dedicates the property comprising the network, and grants access to it by users, only for the educational activities authorized under this policy and procedures and under the specific limitations contained therein. For security and administrative purposes the district reserves the right for authorized personnel to review system use and file content. User files and communications are to be related to educational purposes and are not to be considered private or confidential.

The Superintendent shall provide training and procedures that encourage the widest possible access to the K-20 network by students, staff and patrons while establishing reasonable controls for the lawful, efficient and appropriate management of the system. Unlawful or inappropriate use may be cause for disciplinary action.

Adopted: 11/30/95
Revised: 06/27/02
Revised: 03/26/08

**ELECTRONIC INFORMATION NETWORK
Acceptable Use Guidelines**

Network Use

1. All uses of the systems must be consistent with and in support of education and research and consistent with the mission of the Mercer Island School District. The district reserves the right to prioritize use and access to the system.
2. Any use of the system must be in conformity to state and federal law, K-20 network policies and district policy. Use of the system for commercial solicitation is prohibited.
3. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
4. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.
5. Malicious use of the system to develop programs or institute practices that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
6. Users are responsible for the appropriateness and content of material they store, transmit, or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited in accordance with Administrative Policy 3207 Prohibition of Harassment, Hazing, Intimidation and Bullying and 3207P Prohibition of Harassment, Hazing, Intimidation and Bullying Procedure.
7. Use of the system to access, store or distribute obscene or pornographic material is prohibited.
8. The district filtering software must be utilized in all settings.

System and Data Security

1. System logins or accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
2. Users shall not seek unauthorized information on, obtain copies of, or modify files, other data, or passwords belonging to other users; misrepresent other users on the system; or attempt to gain unauthorized access to any entity on the K-20 Network.
3. Communications may not be encrypted so as to avoid security review.
4. Users should change passwords regularly and avoid easily guessed passwords.
5. Each person assumes responsibility for data security and must backup important documents and files.
6. In order to ensure the security of communication within the district, employee district email should not be forwarded to his/her outside (personal) email account.
7. Users will maintain the district configuration on all workstations. Adding or removing software by users is prohibited. Virus detection software is required to be utilized in all settings.

Personal Security

1. Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information.
2. Students will never make appointments to meet people in person that they have contacted on the system.
3. Students will notify their teacher or other adult whenever they come across information or messages they deem dangerous, inappropriate or make them feel uncomfortable.

Copyright and Fair Use

1. The unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers is prohibited.
2. The unauthorized use, storage or distribution of copyrighted material (i.e. music, digital images, printed text, video) on district computers or the district network is prohibited.

General Use

1. Diligent effort must be made to conserve system resources. For example, users should frequently delete email and unused files.
2. No student shall have access to the system without having received appropriate training.
3. Nothing in these regulations is intended to preclude the supervised use of the system while under the direction of a teacher or other approved user acting in conformity with district policy and procedure.
4. Student and teacher content posted to the internet must be posted on school district approved sites with appropriate school district controls. This includes published student web pages, blogs and wikis. Permission to publish student work requires student and parent/guardian written permission.
5. The content posted by student and staff when utilizing interactive web tools (such as wikis or blogs) must conform to state and federal law, K-20 network policies and district policy.
6. At the district's discretion, the district may authorize persons other than students and staff members access and use of network services provided that such use furthers the purpose and goals of the district.
7. Personal equipment (laptop, PDA, etc) that is used in conjunction with the MISD network or other MISD equipment must be approved for use on the network and have virus protection that is installed, functioning and regularly updated. Support and maintenance of personal equipment is the responsibility of the owner.
8. The district has the right to determine whether specific uses of the system are consistent with the regulations stated above. For security and administrative purposes the district reserves the right for authorized personnel to review system use and file content. User files and communications are not to be considered private or confidential. The district reserves the right to remove a user account on the system to prevent further unauthorized activity. The district's wide-area network provider (WedNet) reserves the right to disconnect the district to prevent further unauthorized activity.
9. The Mercer Island School District has the right to take disciplinary action, remove computer and networking privileges, and/or take legal action, for any activity characterized as unethical and unacceptable

Adopted: 11/30/95
Revised: 06/27/02
Revised: 03/26/08

PROHIBITION OF HARASSMENT, HAZING, INTIMIDATION, AND BULLYING

The Mercer Island School District is committed to a safe and civil educational environment, free from harassment, hazing, intimidation, or bullying for all students, employees, volunteers, and community members.

“Harassment, hazing, intimidation, or bullying” means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

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

Nothing in this policy requires the affected student to actually possess a characteristic that is a basis for the harassment, hazing, intimidation, or bullying. “Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, social or economic status, gender identity, age, occupation, and marital status.

Harassment, hazing, intimidation, or bullying can take many forms including but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, graffiti, email, pictures, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

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

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and is to be implemented in conjunction with comprehensive training of students, staff, and volunteers. Employees, in particular, are expected to foster and support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline, and/or referral to law enforcement will be used to remediate the impact on the victim and the climate, support the victims and others impacted by the violation, and change the behavior of the perpetrator. False reports or retaliation for harassment, hazing, intimidation, or bullying also constitute violations of this policy.

The superintendent is authorized to direct the development and implementation of regulations addressing the elements of this policy, consistent with the complaint and investigation components of Regulation 4135.1/5135.1, Sexual Harassment.

Policy Cross References:

Students Rights and Responsibilities

Nondiscrimination

Discipline, Suspension, Expulsion, and Voluntary Withdrawal from School

Sexual Harassment (Employees)

Sexual Harassment (Students)

Reference:

Prior Board Policy Numbers: 4133, 4233, 5134

Prior Administrative Policy S-08, renumbered 10/28/08

Legal References:

Substitute House Bill 1444, Chapter 207, Laws of 2002

RCW 26.44.020 Duty to report

Adopted:

1/16/03

REPORTING HARASSMENT, HAZING, INTIMIDATION, AND BULLYING

The Mercer Island School District takes all complaints of harassment, hazing, intimidation, or bullying of students seriously and will act to investigate all complaints. Any student, employee, parent/guardian, or volunteer who believes that a student has been subject to harassment, hazing, intimidation, or bullying in the educational environment is strongly encouraged to bring the complaint to the immediate attention of his/her teacher, principal, supervisor, manager, and/or a district administrator. All such complaints will be promptly and fairly investigated and, where appropriate, immediate corrective action will be taken.

Complainants are not required to confront the alleged perpetrator before filing an informal or formal complaint.

Building and district administrators take complaints reported to them very seriously and will investigate and enforce the "Prohibition of Harassment, Hazing, Intimidation, and Bullying" policy to the fullest extent possible.

A. Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, hazing, intimidation, or bullying. Such complaints will be appropriately investigated and handled consistent with due process requirements. Complaints may be lodged anonymously with a building or district administrator, but the person making the complaint should be advised that their identity may be kept confidential only to the extent permitted by law. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and reference this policy as the process for, filing a formal complaint. Staff members should encourage the complainant to report his/her concern to the building administrator or school district administrator.

Staff shall also direct potential complainants to an appropriate administrator who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall inform an appropriate administrator when they receive complaints of harassment, hazing, intimidation, or bullying when the nature of the complaint is beyond their training to resolve or if the complainant alleges serious misconduct. The administrator shall make a written report regarding the informal complaint and any remedial measures implemented and keep the report on file in the school or worksite office.

Informal remedies include, but are not limited to:

1. An opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate, either in writing or face-to-face.
2. A statement from a building or district administrator to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or
3. A general public statement from an administrator in a building reviewing the district harassment, hazing, intimidation, and bully policy without identifying the complainant.

Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or district employee, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process

Anyone may initiate a formal complaint of harassment, hazing, intimidation, or bullying, even if the informal complaint process is being utilized. Complaints should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearings may result. Conscientious efforts should be made to increase the confidence and trust of the person making the complaint and to protect his/her privacy to the extent that is legally permissible. A student should

never be promised confidentiality, but school employees should work with the complaining student in deciding who must know and how and when they will be told about the incident.

The district will fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district-initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint.

The process for filing a formal complaint included:

1. All formal complaints shall be in writing using the "Harassment/Bullying Report Form (S-08.2). Formal complaints shall outline the specific acts, conditions, or circumstances alleged to have occurred that may constitute harassment, hazing, intimidation, or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based upon the information in the officer's possession.
3. The compliance officer shall investigate all formal, written complaints of harassment, hazing, intimidation, or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.
4. When the investigation is completed, the compliance officer shall compile a full written report of the complaint and the results of the investigation and shall submit the report to the superintendent. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
5. The superintendent or designee shall respond in writing to the complainant and the accused within thirty days, stating that the:
 - a. District intends to take corrective action; or
 - b. Investigation is incomplete to date and will be continuing; or
 - c. District does not have adequate evidence to conclude that harassment, hazing, intimidation, or bullying occurred.
6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's 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.
7. If the complainant remains aggrieved by the superintendent's response, he/she may request a board hearing under the District's policies prohibiting discrimination

Dissemination of Policy and Regulation

District orientation sessions for employees, students, and regular volunteers shall include appropriate elements of this policy. Certificate or professionally licensed staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, hazing, intimidation, or bullying.

Copies of this policy and regulation shall be posted prominently in all schools and workplaces in the district.

Staff and students will be provided information on recognizing harassment, hazing, intimidation, and bullying.

Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and regulation.

Regular volunteers shall be informed of the portions of this policy and regulation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and (including teachers, staff members, administrators, and coaches) and their rights and responsibilities under this and other district policies and rules at student orientation session and on other appropriate occasions.

References: Prior Board Policy 5134.1
Prior Administrative Procedure S-08.P

Adopted: 1/16/03
Revised: 5/10/07



Mercer Island School District No. 400
HARASSMENT / BULLYING REPORT FORM

General Statement of Policy Prohibiting Harassment, Hazing, Intimidation, and Bullying

The Mercer Island School District is committed to a safe and civil educational environment free from harassment, hazing, intimidation or bullying for all students, employees, volunteers, and community members.

Complainant _____

School or worksite _____

Date ___/___/___

Home Address _____

Home Phone _____

Location and Date of Alleged incident(s) _____ Date ___/___/___

Name of person(s) you believe harassed or bullied you _____

List any witnesses who were present _____

_____ **INFORMAL COMPLAINT: Investigated at the building level.**

_____ **FORMAL COMPLAINT: Involves a district-level investigation.**

This complaint is filed based on my honest belief that _____ has created a harassing or hostile school/work environment for me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief. I understand that false accusations of harassment or bullying will be subject to appropriate discipline or other appropriate sanctions.

Complainant Signature

Date

(For School or Worksite Office Use Only)

School or Worksite: _____

Received By: _____

Date: _____

Action Taken: _____

Date: _____

Report Completed By: (Print) _____

cc: District Compliance Officer if Complaint is Formal

SEXUAL HARASSMENT

The Mercer Island School District is committed to a positive and productive working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees, and others involved in school district activities.

Sexual Harassment Defined:

Sexual harassment is unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature if:

1. Submitting to the conduct is a stated or implied condition of obtaining an education or work opportunity or other benefit;
2. Submission to or rejection of the sexual demands is a factor in an academic, work, or other school-related decision affecting an individual; or
3. The conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

Sexual harassment can occur student to student, student to adult, adult to student, adult to adult, male to female, female to male, male to male, or female to female.

Remedies/Consequences:

The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or to Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate.

Appropriate discipline or other sanctions will be taken against students, staff, and contractors who have engaged in sexual harassment. Such sanctions may include termination for staff, and expulsion for students. Anyone else who engages in sexual harassment on school property or at school activities will have access to school property and activities restricted, as appropriate.

Retaliation Prohibited:

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline.

The district will take appropriate actions to protect involved persons from retaliation.

Accountabilities/Responsibilities:

The superintendent shall 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 timelines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints or reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy shall be reproduced in each student, staff, volunteer, and parent handbook.

Review of Policy:

The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent will take reasonable steps to involve staff, students, volunteers, and parents in the review process.

Publication/Dissemination:

A copy of this policy shall be conspicuously posted in each school building and in each administration building. It shall also be reproduced in each student, staff, volunteer, and parent handbook.

Additionally, those elements of the policy dealing with sexual harassment recognition and prevention will be included in staff, student, and regular volunteer orientations.

REFERENCE:

LEGAL: RCW 28A.640.020 Regulations, Guidelines to Eliminate Discrimination
WAC 392-190-056-058 Sexual Harassment

ADOPTED: 03/19/94

REVISED: 06/22/95

SEXUAL HARASSMENT

Sexual Harassment Complaint Process

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, although staff shall always inform complainants of their right to and the process for, filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall 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. Informal remedies 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; or a general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant or the alleged harasser. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process:

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. Potential complainants who wish to have the district hold their identity confidential shall be informed that the district will almost assuredly face due process requirements that will make available all of the information that the district has to the accused. The district will, however, fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may 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 formal complaint. The following process shall be followed:

- A. The compliance officer shall receive and investigate all formal, written complaints of sexual harassment or information in the compliance officer's possession that the officer believes require further investigation.
- B. All formal complaints shall be in writing, shall be signed by the complainant, and shall set forth the specific acts, conditions, or circumstances alleged to have occurred and to constitute sexual harassment. The compliance officer may draft the complaint based on the report of the complainant for the complainant to review and sign.

- C. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
- D. The superintendent shall respond in writing to the complainant and the accused within thirty days stating:
 - 1. That the district does not have adequate evidence to conclude that harassment occurred;
 - 2. Corrective actions that the district intends to take; and/or
 - 3. That the investigation is incomplete and will be continuing.
- E. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations from imposing the discipline until the appeal process is concluded.

If a student remains aggrieved by the superintendent's response, he or she may pursue the complaint as one of sexual discrimination. Similarly, staff may pursue complaints further through the appropriate collective bargaining agreement process or anti-discrimination policy.

Publication/Dissemination:

A fixed component of all district orientation sessions for staff, students, and regular volunteers shall introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated staff shall be reminded of their legal responsibility to report suspected child abuse and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and procedures. Information may be provided at student orientation sessions and on other appropriate occasions. Such occasions may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention 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:

1. Demands for sexual favors in exchange for preferential treatment or something of value;
2. Stating or implying that a person will lose something if he or she does not submit to a sexual request;
3. Penalizing a person for refusing to submit to a sexual advance or providing a benefit to someone who does;
4. 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;
5. Using derogatory sexual terms for a person;
6. Standing too close, inappropriately touching, cornering, or stalking a person; or
7. Displaying offensive or inappropriate sexual illustrations on school property.

Review of Policy:

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 compliance officer will be included in the committee. Based on the review of the committee, the superintendent shall prepare a report to the board including, if necessary, any recommended policy changes. The superintendent shall consider adopting changes to this procedure if recommended by the committee.

REFERENCE:

LEGAL: RCW 28A.640.020 Regulations, Guidelines to Eliminate Discrimination
WAC 392-190-056-058 Sexual Harassment

ADOPTED: 03/19/94

REVISED: 06/22/95

INFECTIOUS DISEASES

In order to safeguard the school community from the spread of certain communicable diseases, the following procedures shall be implemented to assure that all school buildings are in compliance with state board of health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. These procedures also prescribe the manner in which safeguards are taken to remove the danger to others:

1. The district shall require that the parents or guardian complete a medical history form at the beginning of each school year. The nurse or school physician may use such reports to advise the parent of the need for further medical attention and to plan for potential health problems in school.
2. The school principal may exclude a student who has been diagnosed by a physician or is suspected of having an infectious disease in accordance with the regulations within the Infectious Disease Control Guide (SPI 3-2004). The school principal will notify the school nurse of this decision.
3. The school nurse shall report the presence of suspected case or cases of reportable communicable disease to the principal, appropriate local health authority, and the Superintendent's Office. Such information concerning a student's present and past healthy condition shall be treated as confidential. The principal shall cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a signed release, the information may be disclosed pursuant to the restrictions on the release.

A school principal has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in community and schools.

The local health officer, in consultation with the superintendent, can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Legal References:

RCW 28A.210.010
Ch. 246-110 WAC
RCW 70.02
Federal Law 20 U.S.C. 1232g; (RCW28A.600.475) Family and Educational rights & Privacy Act (FERPA); FERPA Regulations (Appendix A)

Reference: Prior Administrative Policy S-11, renumbered 10/28/08

Adopted: 5/10/07
Revised 09/10/09

INFECTIOUS DISEASES PROCEDURES

An infectious disease is caused by the presence of certain microorganisms in the body. Infectious diseases may or may not be communicable or in a contagious state.

Diseases in a communicable state may be controlled by the exclusion from the classroom or by referral for medical attention of the infected student. Staff members of a school must advise the principal if a student possess symptoms of an infectious disease. The principal must be provided with as much health information as available the case in a timely manner so that appropriate action can be initiated.

List of Reportable Diseases

The following diseases required an immediate report to the school nurse, King County health department, and Superintendent's Office at the time a case is suspected or diagnosed:

1. Diphtheria, noncutaneous
2. Measles (rubella)
3. Pandemic flu
4. Poliomyelitis
5. Small Pox

The following disease or conditions require a case report to the school nurse and King County health department within one day of diagnosis:

1. Gastroenteritis of suspected food-borne or water-borne origin
2. Hemophilus influenza invasive disease (excluding otitis media) in children age five years and under
3. Hepatitis A and B, acute
4. Meningococcal disease
5. Pertussis
6. Rubella, including congenital
7. Salmonellas, including paratyphoid fever and typhoid fever
8. Shigellosis

The following diseases or conditions require a case report to the school nurse and King County Health Department within seven days of diagnosis:

1. Acquired immunodeficiency syndrome (AIDS) and class IV human immunodeficiency virus (HIV)
2. Viral encephalitis
3. Giardiasis
4. Hepatitis non-A, non-B, and unspecified
5. Mumps
6. Kawasaki syndrome
7. Lyme disease
8. Reye Syndrome
9. Rheumatic fever
10. Tetanus
11. Toxic shock syndrome
12. Tuberculosis
13. Conjunctivitis (Pink Eye) – Cluster of Cases

In addition to rash illnesses, any unusual cluster of diseases must be reported. The Mercer Island School District will work closely with the King County Public Health Department by reporting school absenteeism rates greater than 10%.

The occurrence of any generalized rash with or without fever, cough, runny nose, and reddened eyes in a school MUST be reported IMMEDIATELY by individual case (by telephone) to the local health department. Localized rash cases such as diaper rash, poison oak, etc., need not be reported.

In order to prevent outbreaks of measles and spread of disease in a school, all students with fevers of 100 degrees or greater, vomiting, diarrhea, and/or other significant illness symptoms should be evaluated by trained school health room personnel immediately. School health room personnel will follow current OSPI and Seattle-King County Infectious Disease Guidelines and notify the parent when a student needs to go home and/or be evaluated further by a health care provider.

Identification and Follow-Up

1. The length of absence from school for a student ill from a contagious disease is determined by the directions given in the Infectious Disease Control Guide or instructions provided by the attending physician, or instructions by the King County Health Department.
2. The principal has the final responsibility for enforcing all exclusions in his/her building as well as ensuring proper compliance with administrative policies.
3. When the principal suspects a nuisance disease such as pediculosis (head lice), the principal may institute screening procedures to determine if, in fact, the disease exists. He/she may exclude the student from school until successfully treated.
4. Follow-up of suspected communicable disease cases should be carried out in order to determine any action necessary to prevent the spread of the disease to additional children.

Contact Investigation Procedure:

School officials and others are required to cooperate with public health personnel during the investigation of a case involving a communicable disease. The school district could release directory information, including student's addresses, because directory information under FERPA Regulations can be disclosed without consent. If a parent has refused to permit disclosure, FERPA Regulations allow disclosure without consent in connection with a health or safety emergency when the information is necessary to protect the health or safety of the student or other individuals. The school district must make a reasonable effort to notify the parent(s) in advance of the release of information under the health or safety exception.

In the event that during school hours the Public Health Department staff need to inform any student age 14 or older of a contact with an individual suspected of having a sexually transmitted disease, the district will adhere to confidentiality requirement by the following procedures:

- The initial contact will be made with the school nurse or building administrator who will be notified only of the general concern. No one else will be told of the call.
- Absent a specific authorization for consent for exchange of information, only directory information (i.e., name, address, birth date, telephone number) will be released.
- Health department staff may request the initial contact person to notify the student of the need to go to the health department after school hours. The student should be offered support from the school nurse and encouraged to discuss the issue with a parent or guardian.
- Health department staff may come to school and speak with a student during school hours if contact cannot reasonably take place in any other setting.

Reporting at the Building Level

1. A student who is afflicted with a reportable disease shall be reported by the school principal to the King County Health Department as outlined above. Employees learning of a student with a

- sexually transmitted disease shall report directly to the King County Health Department, and shall otherwise maintain that the information is strictly confidential.
2. When symptoms of communicable disease are detected in a student who is at school, the regular procedure for the disposition of an ill or injured students shall be followed unless the student is fourteen years or older and the symptoms are of a sexually transmitted disease. In those instances the student has confidentially rights that proscribe notification of anyone but the King County Health Department.
 3. The principal or designee will follow this procedure for the disposition of a student with non-sexual, communicable disease, illness, or injury:
 - a. Call the parent, guardian or emergency phone number to advise him/her of the student's symptoms.
 - b. Determine when the parent or guardian will pick up the student
 - c. Keep the student isolated but observed until the parent or guardian arrives
 - d. Follow contagion control guidelines as outlined in the OSPI Infectious Disease Control Guide.
 - e. Notify the teacher of the arrangements that have been made prior to removing the student from school.

First Aid Procedures

1. Wound cleansing should be conducted in the following manner:
 - a. Soap and water are recommended for washing wounds. Individual packets with cleansing solutions can also be used.
 - b. Gloves must be worn when cleansing wounds which may put the staff member in contact with wound secretions.
 - c. Gloves and any cleansing materials will be discarded in a lined trash container that is disposed of daily according to WAC 296-823, Bloodborne Pathogens and according to WAC 296-62-08001, Bloodborne Pathogens, and included in the June 2004 OSPI Infectious Disease Control Guide.
 - d. Hands must be washed before and after treating the student and after removing the gloves.
 - e. Treatment must be documented in a health log program.
2. Thermometers shall be handled in the following manner:
 - a. Only disposable thermometers or non-mercury thermometers with disposable sheath covers should be used when taking student's temperatures.
 - b. Disposable sheath covers will be discarded in a lined trash container that is secured and disposed of daily.

Handling Of Body Fluids

1. Body fluids of all persons should be considered to contain potentially infectious agents (germs). Body fluids include blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, saliva, and respiratory secretions.
2. Gloves must be worn when direct hand contact with body fluids is anticipated (e.g., treating nose bleeds, bleeding abrasions) and when handling clothes soiled by urine and/or feces and when diapering children. If gloves are not available, then hand washing is most important in preventing the spread of disease.
3. Used gloves must be discarded in a secured lined trash container and disposed of daily according to WAC 296-823, Bloodborne Pathogens and according to WAC 296-62-08001, Bloodborne Pathogens and included in the June 2004 OSPI Infectious Disease Control Guide. Hands must then be washed thoroughly.
4. Self-treatment, when reasonable, shall be encouraged.

For other universal precautions, the district shall comply with WAC 296-823, Bloodborne Pathogens and WAC 296-62-08001, Bloodborne Pathogens and the OSPI Infectious Disease Control Guideline.

Special Treatment of Students Infected with HIV

On the disclosure that a student has been identified as having acquired immunodeficiency syndrome (AIDS) (being infected with HIV), the superintendent, principal, parents, King County Health department, school nurse, and the private physician shall confer as necessary and determine the appropriate placement of the student. The student will be accommodated in a least restrictive manner, free of discrimination, without endangering the other students or staff. The student may only be excluded from school on the written concurrence of the King County health officer and the student's personal physical, that remaining or returning to school would constitute a risk either to the student or to employees or other students.

All discussions and records will be treated as confidential, consistent with RCW 70.24.105.

Release of information regarding the testing, test result, diagnosis or treatment of a student for a sexually transmitted disease, HIV, drug or alcohol use, mental health treatment or family planning or abortion may only be made pursuant to an effective release and only to the degree permitted by the release. To be effective, a release must be signed and dated, must specify to whom the release may be made and the time period for which the release is effective. Students fourteen and older must authorize disclosure regarding drug or alcohol treatment or mental health treatment, and students of any age must authorize disclosure regarding family planning or abortion. Parents must authorize disclosure pertaining to younger children.

Any disclosure made pursuant to a release regarding sexually transmitted disease, HIV or drug or alcohol treatment must be accompanied by the following statement:

“This information has been disclosed to you from records whose confidentiality is protected by the law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or otherwise permitted by state law. A general authorization for the release of medical or other information is not sufficient for this purpose.”

Staff training HIV/AIDS & Bloodborne Pathogens

The district shall ensure that newly hired school district employees receive the HIV/AIDS training regarding:

1. History and epidemiology of HIV/AIDS
2. Methods of transmission of HIV
3. Methods of prevention of HIV including universal precautions for handling of body fluids;
4. Current treatment for symptoms of HIV and prognosis of disease progression;
5. State and federal laws governing discrimination of persons with HIV/AIDS; and
6. State and federal laws regulating confidentiality of a person's HIV antibody status.

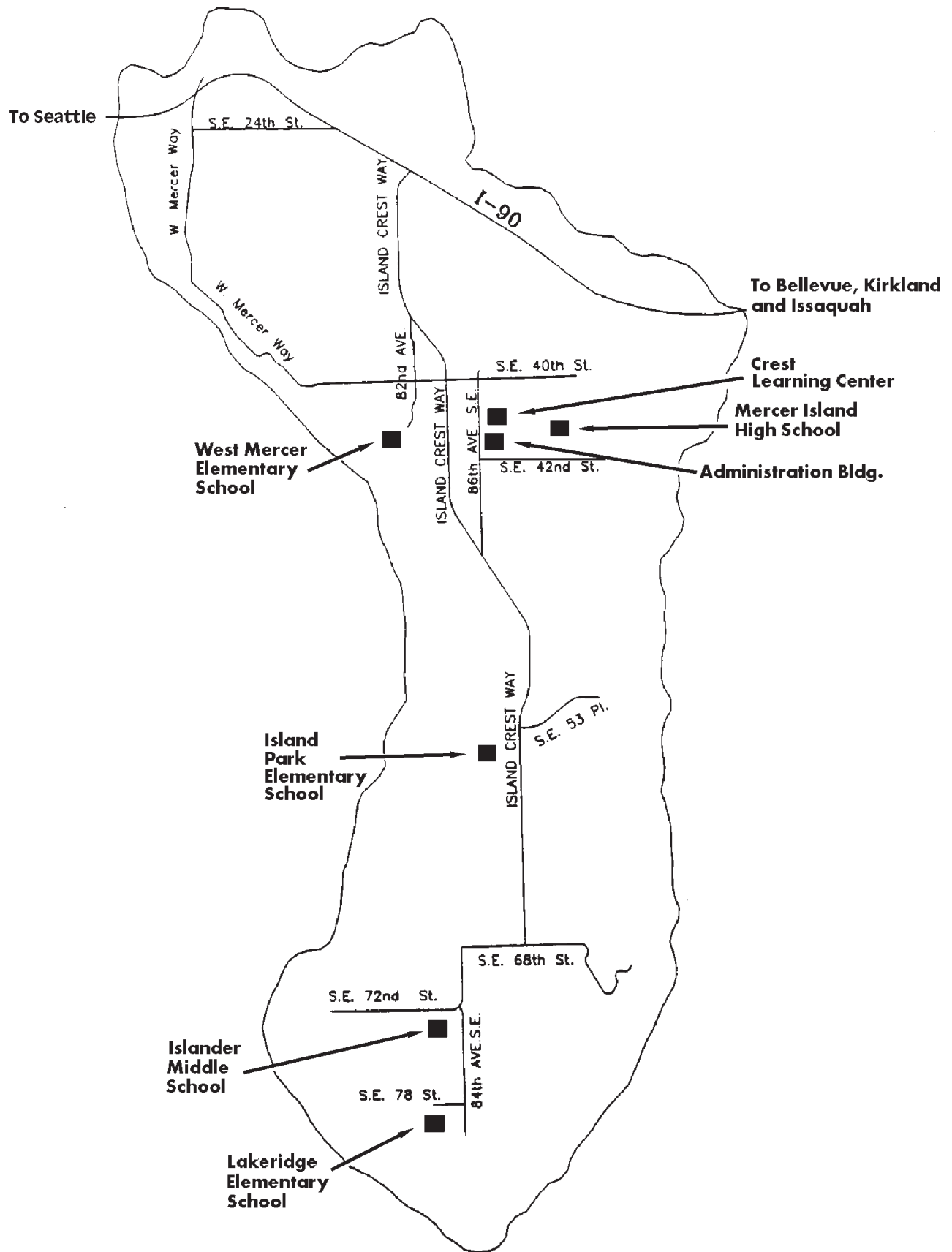
New employee training shall be provided within six months from the first day of employment in the district.

Continuing employees will receive information, within one year of district receipt from OSPI, on new discoveries or changes in accepted knowledge of transmission, prevention, and treatment for HIV/AIDS.

References: Pediculosis (Head Lice) Administrative Procedures
OSPI Infectious Disease Control Guide
Prior Administrative Procedure S-11.P, renumbered 10/28/08

Adopted: 5/10/07, 09/10/09

Map of District





Mercer Island School District #400

**Substitute
TEACHER
Handbook**



**2009
2010**

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