

CONTRACT EXCERPTS OF INTEREST TO SUBSTITUTES



Collective Bargaining Agreement

between

Seattle Public Schools

and

**Seattle Education Association
Paraprofessional Employees**

2015-2018

ARTICLE II: PROFESSIONAL DEVELOPMENT AND CLOSING THE ACHIEVEMENT GAP

SECTION B: Decisions Regarding Use of Scheduled Time for Professional Development and Decision Making:

1. There is an expectation by the parties that all employees will fully participate in the activities of the scheduled professional development and decision-making days that are part of their regular work calendar (LID, waiver, early release and building and SPS directed TRI days for certificated staff) as appropriate to their specific job responsibilities.
2. SEA-represented staff assigned to buildings/programs will decide by consensus, or at minimum by a 2/3 vote, how to schedule and use:
 - a. The equivalent of two (2) scheduled TRI days (16 hours) designed to provide staff with time for professional development and to collaborate with each other in ways and on topics or in activities designed by staff to support the achievement of their CSIP, the SPS's Strategic Plan, to improve student learning and academic achievement, to decrease disproportionality. The dates and purpose will be decided by the building/program staff.
 - b. Three (3) calendar waiver days for professional development;
 - c. Five (½) half-day early releases, for purposes of school-wide staff development or site based decision making to support the CSIP;
 - d. Decisions will be made by the building/program through the building/program decision-making model. This time may be used for scheduled activities like training, seminars, working together as collaborative teams in support of the CSIP or to incorporate the focus of training into delivery of instruction or support of students. The parties encourage buildings/programs to use the time in significant blocks, to the extent possible. In the absence of agreement by consensus or 2/3 votes, the SEA-represented staff on the BLT will make the decision as to the use of the days identified above.
3. Two (2) TRI days will be scheduled before the first student day. The purpose of one day is building business and classroom/worksite preparation. The purpose of the second day is for building professional development or to review data and do school-wide planning. The purpose will be decided by the building/program staff.
4. The final TRI day will be an SPS-directed day for professional development.
5. A workday is defined as the number of hours in an employee's regular workday.
6. Employees may substitute an alternative activity if prior experience and/or training in the topic or alternative instructional needs suggest a better use of the time. A request to substitute an alternative activity because of prior experience and/or training or alternative instructional needs requires prior approval by the BLT. Any alternative must be consistent with the original purpose of the days.
7. Substitutes working in long term substitute positions may also take part and will be paid for professional development while they are assigned to the building.
8. The SPS shall provide \$3820 per building and four (4) programs (Nurses, SLP/Audiologists, OT/PTs, and Psychologists) to support stipends for site-based decision making.
9. When referencing building/program/department decision making, principals, program managers and staff are included in the decision-making process.

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- b. Review and comment on initiatives, which have been developed with building agreement to insure that the building has a realistic implementation plan, including time and follow-up support.
 - c. Support the identification of research-based, best practice support for instruction, curriculum and assessments, including the creation and impact of an aligned curriculum.
 - d. Review and recommend approval of grant applications for professional development or instructional material to determine if the application is in line with overall SPS initiatives, provides adequate support for professional development, and will create sustainable progress in increasing student achievement.
 - e. The committee will review major contracts with vendors to determine if there is adequate provision for increasing internal capacity to replicate the training for staff new to the building/program or SPS.
 - f. The Steering committee may form joint subcommittees or task forces as needs are identified. These subcommittees or task forces will be provided with clear guidance as to task, role, timing and support.
2. Professional Development for Substitute Educators, SAEOPS and Paraprofessionals
- a. Funding will be provided to the Professional Development Department for the purpose of hiring a certificated non-supervisory employee. This individual, in collaboration with the advisory committee will be responsible for developing and coordinating a professional development program designed to provide Substitute Educators, SAEOPS and Paraprofessionals with relevant and timely training in core areas. SEA representatives from the three impacted units will participate in the selection process for this position any time there is a vacancy.
 - b. An advisory committee of up to five (5) individuals, selected by SEA and up to five (5) individuals selected by SPS will be formed to assist in designing and prioritizing the professional development opportunities for Substitute Educators, SAEOPS and Paraprofessionals. The Director of Instructional Services will review the work of the advisory committee.
 - c. In addition, a separate bargaining unit subcommittee consisting of a mutually agreeable number of employees and administrators will work in concert with the advisory committee established in Section 2.b. above to make recommendations regarding the needs of employees for professional development. The duties of the bargaining unit subcommittee shall include:
 - i. Surveying employees to identify professional development needs and interests including pathways to certificated work;
 - ii. Recommending an overall annual plan for professional development;
 - iii. Recommending a plan for the use of early release days and/or District-wide professional development days;
 - iv. Developing a system to identify employee interests and skills in training other employees.

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- d. The sum of \$150,000 will be used to compensate and support training of substitute educators, SAEOPS and Paraprofessionals in attending training opportunities designed by and for this program. Paraprofessionals and SAEOPS will access their professional development funds to the extent available for professional development.
 - e. The dollars allocated in paragraph c. above are available in the following amounts: \$40,000 for Substitutes, \$40,000 for SAEOP, and \$70,000 for Paraprofessionals. Employees may access up to a maximum of \$500 per individual per year. After May 1 of each year, the remaining funds become eligible to all employees on a first come-first serve basis. SPS and SEA will review the allocation of these dollars each year to evaluate if the allocations are meeting the needs of each group. The parties may determine that adjustments need to take place regarding the division of funds and can be changed with the consent of both parties.
3. The Classified and Certificated Task Force, under the guidance of the Professional Development Steering Committee, will identify a certification/degree program to assist Paraprofessionals and SAEOPS in becoming certificated employees. The benefit of encouraging SPS classified employees to become certificated staff is to increase the number of certificated employees who are connected to and part of the community. The nature of the support a candidate will receive will be in the SEA/SPS developed program and may include support for tuition, books and material, time to intern, adjustments to schedules. The program will include an internship with SPS, coursework that is compatible with SPS expectations and curriculum, a focus on hard-to-fill qualifications and a review process developed by SEA and SPS. A person who successfully, as defined by the SEA/SPS review process, completes the program will be placed in the displacement pool, so long as openings for which they are qualified exist. Individuals who participate in this program will be required to sign a contract that obligates them to three years service to the SPS upon completion of the program.
 - a. \$300,000 will be set aside for this program. This level of funding is designed to support Paraprofessionals, SAEOPS and bilingual instructional assistants in their pursuit of certification. The parties will reallocate money not expended.
 - b. The effectiveness of the program will be reviewed annually by the SEA/SPS and may be modified by mutual agreement.
4. Race matters and cultural literacy:
 - a. The goal is to insure that all staff training and decision-making processes are respectful and inclusive of the richness of the varied cultures staff brings to SPS and which will increase the ability of employees to understand and teach to the strengths of the students. Attending to the need to respect and reflect on the differences that each individual brings to the school community; Adult learning models designed to infuse all staff development and decision-making processes with culturally relevant techniques, processes and norms will be used for all trainings.
 - b. The Professional Development Steering Committee will have guidelines and processes designed to integrate culturally relevant materials and assessments into all new instructional material adoptions. They will also use a process for infusing culturally relevant material into existing curriculum.
 - c. Understanding and skills to increase the ability of school staff to communicate with parents/guardians, students, and school communities will be available as a professional development module.

ARTICLE III: RIGHTS AND RESPONSIBILITIES

MSP/HSPE and Smarter Balance assessments. The District reserves the right to determine if the Creative Approach School will continue as such after year three of the implementation.

12. The Creative Approach Schools Oversight Committee will develop and/or review guiding principles every two (2) years for designating creative approach schools. Community input will be gathered in the development process. The guiding principles are subject to approval by the SEA Board of Directors and School Board.

SECTION H: Representation Rights and Due Process

1. An employee who has received a written communication from his/her supervisor indicating deficiencies requiring improvement, at his/her request shall be entitled to have a representative of the SEA or legal counsel present at subsequent meetings with his/her supervisor when the elements of the initial communication are to be considered. Once representation is requested, the discussion of the matters communicated in writing shall not continue until representation is present, provided, however, the meeting/interview shall not be delayed more than seventy-two (72) hours unless both parties agree to an extension of time limits.
2. The probationary and/or annual performance evaluation and evaluation conferences conducted by the supervisor in the evaluation process are specifically excluded from these provisions. Subsequent discussions of the matters reviewed in the evaluation may involve representation at the employee's request, pursuant to these provisions.
3. Any complaint not called to the attention of the employee in a timely manner may not be used as the basis for future disciplinary action or adverse evaluation against the employee. Any written complaint or record of a complaint made against an employee must be called to the attention of the employee within ten (10) working days of the time the complaint/record was made. The notification to the employee must contain the issue that generated the complaint; and the date and time of the alleged incident, if applicable. The employee will be given the specifics of the allegations known to the SPS unless this disclosure would compromise the SPS investigation.
4. No employee shall be disciplined without just and sufficient cause. A process of progressive discipline will be used. Progressive discipline includes, but is not limited to, oral warning, written warning, or reprimand, suspension, and/or termination as appropriate to the circumstances. The SPS may bypass the steps of the progressive discipline process in any situation because of the seriousness of the employee conduct that constituted just cause for discipline. Any disciplinary action, except an oral warning not documented or recorded in the employee's personnel file, shall be subject to the grievance procedure including binding arbitration. The specified grounds forming the basis for disciplinary action will be made available to the employee in writing. This section shall not apply to matters covered by statutory due process procedures.
5. Weingarten Rights: Employees have the right to request union representation in all meetings or interviews which may lead to disciplinary action. The supervisor shall grant the employee's request to be represented by the SEA; provided, however, the meeting/interview shall not be delayed more than seventy-two (72) hours unless both parties agree to an extension of time limits.
6. Employees may be placed on paid administrative leave only when the safety of the employee, students or other employees would be at risk by allowing the employee to remain on the job or the SPS is investigating issues related to alleged misconduct or similar serious concerns. Alternatives to placing employees on administrative leave will be explored and considered whenever possible. The parties agree that delays in returning employees to work are costly to the

ARTICLE VI: VACANCY, HIRING AND TRANSFER

minimum of one (1) complete semester. There shall be no one-semester time limit on transfers which involve an increase in SP Salary Schedule level, hours and/or work year. Employees with return rights to previously held positions are not required to remain in a placement for one semester if the opportunity to return to the previously held position arises. The provisions of this Section shall not apply to employees serving in an assignment due to involuntary transfer.

4. Application Procedure for Voluntary Transfer to Vacant Positions

- a. To be considered an applicant for specific advertised position vacancies, eligible employees, as described in Article VI Section C.2 above, shall consult the SPS Employment website for application information.
- b. Employment Services shall determine whether applicants meet the required minimum qualifications, as written on the job descriptions. Employment Services shall notify the principal/program manager of the vacant position of those applicants to be interviewed within five (5) working days of the closing date of the advertised position. Applicants who do not receive an invitation to be interviewed should assume they will not be interviewed.
- c. If the interview is scheduled during the employee's workday, that interview will be without loss of pay to the employee. The employee will minimize travel time to and from the interview. Substitutes will not be provided.

5. Selection Procedures

- a. Referral Process: Employment Services shall refer the six (6) most senior applicants who meet the minimum qualifications as written on the job announcement, to the appropriate administrator for an interview, provided that:

If fewer than six (6) applicants, who are regular employees, meet the minimum qualifications for the position, Employment Services shall refer those additional applicants to a total of six (6) who most strongly exhibit the minimum and desired qualifications. In the event that an applicant is a substitute who has served as a SPS substitute for a minimum of six (6) months or 160 hours, whichever is less, and has equal or greater qualifications (minimum and desired), the substitute will receive priority consideration over outside-SPS applicants for inclusion in the list of six (6).

- b. Classified Screening Process:

1) Salary Schedule SP 15, 16, 17, 18, and 19 Positions

Employment Services shall refer six (6) applicants who meet the minimum qualifications for SP 15, 16, 17, 18 and 19 positions as written on the job announcement. The pool of six (6) qualified applicants shall be made up of the following, in priority order: 1) Current FTE employees; 2) Current SPS Substitutes; and 3) Non-SPS applicants. If there are not enough FTE applicants, substitutes, or non-SPS applicants, fewer than six (6) applicants may be interviewed.

2) Salary Schedule SP 20, 21 and 22 Positions

Only current FTE bargaining unit employees may apply for SP 20, 21 and 22 level positions. Employment Services shall screen all applications and refer those applicants who meet the qualifications to the building interview committee. The building interview committee shall interview the top three (3) senior qualified applicants, and it shall select three (3) additional qualified applicants from the pool

ARTICLE IX: SALARY AND FINANCIAL PROVISIONS

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SECTION A: Salary Schedules

1. The Salary Schedules shall be comprised of the salary, step and grade of for each job title in the bargaining unit. There shall be a separate salary schedule for each specific work year (260-day, 223-day, 222-day, 204-day, 203-day and 200 day) and classified substitutes. The SAEOP and Paraprofessional Employees' (SP) Salary Schedules are found in the Appendices.
2. Salary Calculation
 - a. The percentage increase for the Paraprofessional Employees Salary Schedules and the Salary Schedule for Classified Substitutes will be calculated on the basis of the State-funded percentage increase in salaries for classified basic education staff. The Classified Substitute rate will be increased by the same percentage.
 - b. Prior to effectuating the pass-through increases above, the District will consult with SEA concerning the appropriate amounts and mechanics. If the parties are unable to agree on the amount and mechanics for implementation, the subject of adjustments will be treated as a negotiable matter and the District's pass-through commitment noted above will be deemed null and void except as agreed in subsequent negotiations.
 - c. In addition to the State-funded percentage, an across the board 3.0% increase will be added to the salary schedule for the 2015-2016 school year. In addition to the State-funded percentage, an additional across the board 2.0% increase will be added to the salary schedule for the 2016-2017 school year. In addition to the State-funded percentage, an additional across the board 4.5% increase will be added to the salary schedule for the 2017-2018 school year. The Classified Substitute rate will be increased by the same percentages.
 - d. Additionally, eight (8) hours of technology time will be available for all staff in 2017-18. Technological training time will be made available for eight (8) one hour periods during the school day—although technological training may occur at any time during the school year. A form confirming that training has been completed must be submitted to be paid. No more than eight (8) hours of technology time may be earned by any individual employee. If the 2016-17 Buildings, Technology and Academics/Athletics levy is rejected by the voters, the eight (8) hours of tech time described above will be converted to common planning time.
3. Increments

Increments shall be granted to all eligible employees, subject to the following conditions:

 - a. Eligible employees are defined as those who have completed at least three (3) consecutive months of uninterrupted regular District employment prior to September 1 of each year.
 - b. 260-day employees must be permanently employed by the District on or before June 1 of the preceding academic year in order to be eligible for an increment.
 - c. Employees who have a work year of less than 260 days must be permanently employed by the District on or before April 1 of the preceding academic year in order to be eligible for an increment.
4. Provisions for Summer Semester Salaries

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Procedure.

4. Hard to Staff Positions. Each year prior to the staffing process, the Labor/Management Committee (LMC) will meet to determine if there are positions that should be listed as having a "hard to fill" designation. The LMC will meet to develop strategies to fill and retain employees in hard to staff positions. The LMC may utilize up to \$57,454 for the purpose of filling hard to staff positions. If any portion of the \$57,454 is not used, it will be added to the insurance pools for the following school year. Two-thirds will be added to the certificated insurance pool and one-third will be added to the classified insurance pool.

SECTION G: Substitute Provisions

1. Classified Substitutes
 - a. Employees should notify their school/office of intended absence as soon as possible.
 - b. If a substitute is authorized for that position, the school or office, upon being informed of the absence, shall notify Employment Services and request a substitute.
 - c. Upon request at the building level, a substitute may be provided by the SPS for instructional assistants who are absent from their places of assignment. Such substitutes will be provided on the basis of availability of funds and qualified personnel. Special efforts will be made whenever possible to provide substitutes for bus supervisors on the first day of absence. Requests for substitutes for bus supervisors should be directed to the Transportation Office or to the School Community Liaison Office as appropriate.
 - d. A classified substitute who has served for at least six (6) months or worked a minimum of 160 hours, whichever is less, will be given appropriate consideration for open positions over out-of-District applicants. Consideration means that the most qualified substitute applicant will be forwarded to the hiring team prior to any outside candidate. If there are four or less internal applicants for the position, the two most qualified substitute applicants will be given an interview. Except for career ladder positions, an administrator may also determine that the person working in the long term position has been successfully executing the job functions of the position and can interview for the position if minimum qualifications have been met. A substitute with fewer than six (6) months or 160 hours as a substitute may apply for positions open to out-of-District applicants but will not warrant special consideration
 - e. After sixty (60) consecutive days in the same assignment, classified substitutes shall, on the first (1st) day of the month following the sixtieth (60th) work day, be eligible for health benefits. Eligibility shall be for a minimum of three (3) months or longer if he/she continues in that assignment after the sixtieth (60th) work day. He/she will continue to receive health benefits through the end of the budget year if he/she continues working in the same assignment through the end of the work year.
 - f. Medical insurance eligibility: when the insurance providers allow participation, substitutes who have worked at least ninety (90) days in the previous year shall be eligible to participate on a self-paid basis in SPS-sponsored medical insurance plans offered regular employees under the terms of this Agreement. The substitute may elect medical only or a medical, dental and vision plan. Eligibility shall be for the subsequent year, following the substitute having worked at least ninety (90) days in the prior year. Substitutes may enroll during the fall open enrollment period. If not selected in the fall open enrollment period, the substitute has waived their right to enroll for that year. Each substitute electing to participate shall make written arrangements, including payment schedule, with the SPS's

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Payroll Service or its designee.

2. Assignments:

- a. Only the District Substitute Service is authorized to make initial assignments.
- b. Classified substitutes are released automatically at the end of the workday unless otherwise specified when the initial dispatch is made. If the service of the substitute is needed for an additional day(s), the building/program secretary will inform the substitute as well as the Substitute Service of the retention.
- c. The District shall not use classified substitutes on a continuing basis for more than one semester in lieu of regular classified personnel.
- d. For the period beginning one (1) day after classified In-person Staffing through the last day of the first (1st) semester, the District shall not use a classified substitute in lieu of regular classified personnel for more than forty (40) working days after a PCR is approved.

3. Request for a Specific Substitute:

- a. The District will advise employees in writing of the procedure(s) for requesting substitutes.
- b. A request for a specific substitute made by a regular full-time or part-time employee shall be honored, if possible, provided that:
 - i. The name of the substitute requested is listed on the substitute roster, is qualified for the assignment, and is available; and,
 - ii. The Substitute Service dispatcher receives the request by telephone or in writing no later than 7:00 p.m. the day preceding the absence of the regular employee. The Substitute Service will make a reasonable effort to honor requests received after 7:00 p.m.

4. Unavailability: A classified substitute who will be unavailable for more than one (1) calendar week or five (5) consecutive working days should indicate the dates he/she is unavailable in the AESOP Substitute System.

5. Rate of Pay:

- a. Substitute rates of pay are contained in Appendix A-7. Payment step is based on the greater of the number of hours worked in the previous or current school years. A person who has served as a regular employee the previous school year shall start the current school year at the highest payment step. Higher daily pay is not retroactive to the beginning of the school year.
- b. A classified substitute is paid on an hourly basis. If a substitute is dispatched to a less than full-day assignment and arrives at the assignment late because of late notification, he/she shall have the opportunity to work and receive pay for the regular duration of that assignment so long as that work can be accomplished within the regular workday. Each employee will be guaranteed a minimum of one-half day's pay provided, however, the employee will report for work within a reasonable time frame.
- c. One (1) missed day within the first twenty (20) days of an assignment will not be counted against a substitute's progress toward a consecutive day requirement.

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- d. Should a substitute be removed from, and then returned to, a specific assignment such that the removal impacts a consecutive day requirement, the missed days will be counted toward the consecutive day requirement provided the substitute was available to work on those days.
6. General Information:
 - a. The SPS shall provide every substitute hired into the SPS at the beginning of the school year or thereafter a standard District Orientation Packet which will include a copy of the Agreement, Substitute Handbook, SPS Rules and Regulations Affecting Substitute employees, a map showing school locations, a list of all school buildings (including addresses and phone numbers) and the phone number of Human Resources. SPS will share with SEA all materials to be included in the packet prior to inclusion. SEA will have the opportunity to respond to the documents and will also be able to suggest documents for inclusion.
 - b. When a substitute is hired as a regular District employee into the position in which he/she has been serving as a substitute, the time served as a substitute in that position shall be counted in his/her seniority.
 - c. A substitute may not be barred from a building/program unless the action is documented and gone through a disciplinary investigation as outlined in Article III and using the SEA/SPS jointly developed incident report form; and/or if the substitute has received an unsatisfactory evaluation using the evaluation found in Appendix H. The substitute evaluation process will not be utilized in lieu of personnel issues that could potentially lead to discipline. Any personnel issue will be handled through the procedures outlined in Article III and using the SEA/SPS jointly developed incident report form. In an effort to support informal resolution of concerns, a substitute has a right to a meeting with a Labor Relations Manager or designee within two (2) weeks of the filing of an incident report form, and prior to the form being placed in the employee's file.
 - d. A substitute working in a long term position of more than sixty (60) days will be evaluated using the substitute evaluation found in Appendix I, at least once, by the site administrator, if requested.
 - e. A substitute serving in one (1) single assignment for more than sixty (60) days, for someone on leave, shall be credited with one (1) day of Sick Leave for each twenty (20) consecutive workdays in that assignment.
 - f. Substitutes working in long term substitute positions may, with the approval of the administrator, take part and will be paid for professional development while they are assigned to the building. Substitutes may also access the Substitute/SAEOP/Paraprofessional professional development fund as outlined in Article II, Section C, 2. c.
 7. Substitute Unavailability Funds
 - a. The SPS shall transfer to the school/program/office budget a sum equal to the appropriate daily substitute rate of pay for each occurrence during the school year when an SEA-represented substitute is requested using the normal process, but no substitute is available for the assignment, except when a substitute is called to cover for workshop attendance or other SPS initiated activities. The transfer of funds to schools/programs/offices will take place no later than two (2) months following the end of each quarter.

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- b. Each school/program/office will have an emergency substitute plan in place that equitably distributes the responsibility for covering assignments when an SEA-represented substitute is not available.
- c. Each work year at the school/program/office level, employees in each SEA-represented bargaining unit will determine how to utilize the funds that are generated when they are impacted by substitute unavailability. Employees may decide on a policy to reimburse themselves for additional responsibilities when they are impacted by substitute unavailability, or they may determine another use for the funds.
- d. If employees decide on a reimbursement policy:
 - i) The reimbursement will be in recognition of added responsibility and work undertaken as a result of substitute unavailability.
 - ii) The total amount available for reimbursement when a classified employee is impacted by the unavailability of a certificated substitute is \$5 less than the daily certificated substitute rate.
 - iii) The total amount of reimbursement available for each occurrence shall not be more than the appropriate daily sub rate less mandatory benefits.
 - iv) The reimbursement structure will be based on blocks of time such as periods, the entire day or percent of a day or class.
 - v) The reimbursement structure will be based on an equal division of pay among those impacted, and not on the pay rates or employment status of those impacted.
 - vi) The impacted employee must keep a record of the time(s) he/she is impacted by SEA-represented substitute unavailability.
 - vii) The impacted employee must submit a Substitute Reimbursement Form to Payroll by the 10th of the following month for which reimbursement is being claimed.
- 8. Substitutes who work in a long term substitute position will have the right to be included when building surveys are administered.

SECTION H: Bus Passes

Upon request, employees may purchase Orca Transit passes from SPS. These passes will be provided on a pre-tax basis through payroll deduction as long as IRS rules allow.

SEATTLE PUBLIC SCHOOLS

EXCEPTIONS FOR HOURLY EMPLOYEES AND SUBSTITUTE EMPLOYEES

It is understood and agreed that with respect to hourly employees as referred to in Article I, Section B.3, the following provisions of this Agreement shall have no application:

Article I, Section C.2	(Reduction of Hours)
Article IV, Section B	(Evaluation)
Article VI, Sections A-H	
And Article VII, Sections A-J	(Staffing)
Article V, Sections A-H	(Job Classification)
Article VI, Section H	(Letters of Employment & Notification)
Article VIII (all sections)	(Leaves and Vacations)
Article IX, Section B	(Professional Certificates)
Article IX, Section C	(Group Insurance Provisions)
Article IX, Section D	(Payroll Deductions)
Article IX, Section F	(Tax Sheltered Annuities)
Article IX, Section G.2	(Pro rata Salary Payments)

It is further understood and agreed that hourly employees subject to this Appendix shall be paid an hourly rate of pay derived from Step A of the salary schedule (Appendix A-1) appropriate to their classification. Substitute employees shall not be subject to salary advancement based on service experience or merit.

GUIDELINES FOR EVALUATION OF CLASSIFIED SUBSTITUTES

1. Substitutes may be evaluated by the building principal/program manager or assigned administrator.
2. Any comments in the evaluation shall be identified by source, event and time.

If appropriate, the evaluator shall keep documentation including any written statement by witness(es) and such documentation shall be available for review by the substitute.

3. A substitute receiving unsatisfactory evaluation shall be notified by Personnel within fifteen (15) working days upon receipt of the evaluation, and shall have the right to respond in writing and require that such remarks be attached permanently to the unsatisfactory evaluation.
4. Within fifteen (15) working days after receipt of an unsatisfactory evaluation, the substitute may request a conference with the evaluator. The conference shall be held within fifteen (15) working days upon receipt of the request.
5. Any substitute shall have the right to request removal of the unsatisfactory evaluation after a period of four (4) years from the date of the conference.

DEFINITION OF RATINGS

SATISFACTORY	Adequate and acceptable day-to-day performance is attained.
UNSATISFACTORY	Day-to-day performance shows significant limitations. Employee is working at an unacceptable level of performance.

NOTE: All of these definitions are prefaced by the term “generally”, conditions and people vary from location to location and the quality of performance similarly varies widely. These definitions are phrased in terms of the typical, generally encountered situation.

PLEASE FORWARD THIS FORM TO EMPLOYMENT SERVICES PERSONNEL DEPARTMENT, AS SOON AS POSSIBLE BUT NO LATER THAN TEN WORKING DAYS AFTER THE END OF THE ASSIGNMENT.

Best Practices for Substitute Friendly Schools

What makes the office staff special for substitutes?

1. Substitutes are welcomed to a school and treated in a professional manner.
2. Office staff notify sub of day-specific activities (drills, assemblies, other events)
3. Office staff have duplicate class lists, keys, staff ID badge, and substitute folder ready when substitutes check in.
4. Important phone numbers are prominently displayed in the sub folder. (speed dial on room phone)
5. Directions are provided to classrooms, custodian, restroom, faculty/staff rooms.
6. Office staff notifies regular school staff of absences and names of the substitutes. Office staff is helpful; calls for support are dealt with promptly.
7. At the end of the day, office staff acknowledges subs and remind subs to return folder and keys.

How do teachers & paraprofessionals make substituting in their classrooms meaningful?

1. Staff have their current name and teaching assignment recorded on Subfinder.
2. Teachers and paraprofessionals leave clear, detailed, meaningful lesson plans, with room for modification and input.
3. Teachers leave up-to-date seating charts with the student's full name *and* PowerSchool student picture printout,
4. Orientation of the classroom is clear in seating chart; *i.e.*, front row at bottom of chart.
5. Classroom procedures are specified: daily schedule, supervisory duties, etc.
6. Subs are to be duty free before start of the instructional day, so they have time to read the lesson plans.
7. Needed equipment (phone, AV, mikes etc.) is working, charged up and ready to be used.
8. Discipline procedures used in the classroom and throughout the school are specified.
9. The teachers expect that substitutes will follow the lesson plan and do a great job.
10. Teachers set expectations for student behavior when subs are present and prepare their class for the sub whenever possible.
11. Substitute feedback is acknowledged and appreciated by the teacher.
12. Disrespectful and disruptive student behaviors reported by substitute are addressed by the Teacher, Parapro or SAEOP on his/her return.
13. Students with special needs, and their modifications, are identified. Helpful students are also identified.

How do other teachers and support staff make substitutes feel welcome?

1. Staff are welcoming, friendly and helpful.
2. All visitors (including staff) who enter the classroom identify themselves **to the substitute**.
3. A staff member checks in with the substitute periodically throughout the day and provides assistance for students who have significant behavioral issues or special needs.

In what ways are students engaged learners?

1. The students are friendly, respectful, flexible, helpful, and cooperative.
2. Students are in their seats at the start of class and follow the substitute's directions.
3. Students are engaged and take learning seriously.
4. Students apply themselves to the lesson plan work that the teacher prepared for the substitute.

APPENDIX Q (continued)

How are substitutes supported by security?

1. Security staff are proactive. They introduce themselves to substitutes.
2. The security staff arrive amazingly fast should the need arise.

How are substitutes supported by administration?

1. Administrators acknowledge substitutes as professionals
2. Administrators make their presence known to the substitute. An administrator/designee checks in periodically. This helps to motivate students and validate the substitute's presence.
3. The principal expresses concern and care for the students and staff, including substitutes.

How is the school climate positive?

1. The entire school has uniform expectations about student behavior and academic achievement.
2. The staff and the students are friendly and respectful.
3. The building is clean and welcoming. The substitute's area is neat and orderly.
4. Students are required to have passes when out of the classroom.
5. Students, staff and substitutes are held accountable for their actions.