



Emergency Guest Teacher Documents

Name _____ Date _____

INSTRUCTIONS

Use this checklist as a reference to ensure you have reviewed and completed all of the required items. Once you have completed all of the items on this checklist, be sure to upload the documents to your online application and click *Submit*.

1. **Certificated Emergency Guest Teacher Availability Form**
2. **Role and Responsibilities of the Emergency Guest Teacher**
3. **Certificated Reference Forms**
 - Three (3) professional reference forms and/or professional letters of reference are required for this position.
 - Forms/letters must be completed by a current or former supervisor.
4. **Notice of Reasonable Assurance Form**
5. **Sexual Misconduct Disclosure Release Instructions & Form**
 - Review the instructions prior to completing the form.
 - Must complete one (1) form for each district in which you worked and received payment. Make as many copies of the form as needed.
6. **Fingerprint/Background Check Requirement Instructions**
 - Review the attached information for fingerprinting.
7. **Complete the assigned SafeSchools courses**
 - If you do not have a computer with internet access; you may contact your local library, WorkSource office, a family member or friend for assistance.
 - Email subservices@esd113.org when you have completed the required SafeSchools courses.
8. **Guest Employee Guide**
 - Review the information included in the guide to learn pertinent information about guest teaching.
9. **Acknowledgement Statement**
10. **Upload all completed forms to your online application prior to submitting.**



**CERTIFICATED EMERGENCY GUEST TEACHER AVAILABILITY FORM
2019-2020**

| | | |
|-----------------------------|----------------------|---------------------------------|
| Legal First Name | Legal Middle Initial | Legal Last Name |
| Mailing Address | City | State |
| Day Phone (Required) | Cell Phone | Email Address (Required) |

Have you guest taught for EdJobsNW or the Public Schools Personnel Cooperative in the past? YES, Dates _____ NO

EdJobsNW has my permission to release my phone number to school staff for guest employee purposes:

Yes No

Select the building(s) below for which you would like to work:

| | | |
|---|--|---|
| <input type="checkbox"/> GRIFFIN SD (Add all schools) <input type="checkbox"/> Griffin Elementary <input type="checkbox"/> Griffin Middle School <input type="checkbox"/> HOOD CANAL SD (Add all schools) <input type="checkbox"/> Hood Canal Elementary <input type="checkbox"/> Hood Canal Middle School <input type="checkbox"/> MARY M KNIGHT SD (Add all schools) <input type="checkbox"/> Mary M Knight Elementary <input type="checkbox"/> Mary M Knight Middle School <input type="checkbox"/> MCCLEARY SD (Add all schools) <input type="checkbox"/> McCleary Elementary <input type="checkbox"/> McCleary Middle School <input type="checkbox"/> OAKVILLE SD (Add all schools) <input type="checkbox"/> Oakville Elementary <input type="checkbox"/> Oakville Middle School <input type="checkbox"/> Oakville High School | <input type="checkbox"/> OLYMPIA SD (Add all schools) <input type="checkbox"/> Boston Harbor Elementary <input type="checkbox"/> Centennial Elementary <input type="checkbox"/> Garfield Elementary <input type="checkbox"/> Hansen Elementary <input type="checkbox"/> Lincoln Elementary <input type="checkbox"/> LP Brown Elementary <input type="checkbox"/> Madison Elementary <input type="checkbox"/> McKenny Elementary <input type="checkbox"/> McLane Elementary <input type="checkbox"/> Pioneer Elementary <input type="checkbox"/> Roosevelt Elementary <input type="checkbox"/> Jefferson Middle School <input type="checkbox"/> Marshall Middle School <input type="checkbox"/> Reeves Middle School <input type="checkbox"/> Washington Middle School <input type="checkbox"/> Avanti High School* <input type="checkbox"/> Capital High School <input type="checkbox"/> Olympia High School <input type="checkbox"/> GRUB* <input type="checkbox"/> Olympia Regional Learning Academy* <input type="checkbox"/> OSD at North Street* <input type="checkbox"/> OSD Transition Academy* <input type="checkbox"/> TENINO SD (Add all schools) <input type="checkbox"/> Parkside Elementary <input type="checkbox"/> Tenino Elementary <input type="checkbox"/> Tenino Middle School <input type="checkbox"/> Tenino High School | <input type="checkbox"/> TUMWATER SD (Add all schools) <input type="checkbox"/> Black Lake Elementary <input type="checkbox"/> East Olympia Elementary <input type="checkbox"/> Littlerock Elementary <input type="checkbox"/> Michael T Simmons Elementary <input type="checkbox"/> Peter G Schmidt Elementary <input type="checkbox"/> Tumwater Hill Elementary <input type="checkbox"/> Bush Middle School <input type="checkbox"/> Tumwater Middle School <input type="checkbox"/> Black Hills High School <input type="checkbox"/> LINC High School* <input type="checkbox"/> New Market Skills Center* <input type="checkbox"/> Secondary Options High School* <input type="checkbox"/> Tumwater High School <input type="checkbox"/> Tumwater West* <input type="checkbox"/> YELM CS (Add all schools) <input type="checkbox"/> Fort Stevens Elementary <input type="checkbox"/> Lackamas Elementary <input type="checkbox"/> McKenna Elementary <input type="checkbox"/> Mill Pond Elementary <input type="checkbox"/> Prairie Elementary <input type="checkbox"/> Southworth Elementary <input type="checkbox"/> Ridgeline Middle School <input type="checkbox"/> Yelm Middle School <input type="checkbox"/> Yelm High School <input type="checkbox"/> Yelm Extension High School* |
|---|--|---|

*Alternative School. See next page for description.

ELEMENTARY SUBJECTS**SECONDARY SUBJECTS**

| | | |
|---|--|---|
| <input type="checkbox"/> Preschool <input type="checkbox"/> Grades K-3 <input type="checkbox"/> Grades 4-6 <input type="checkbox"/> Art <input type="checkbox"/> Highly Capable <input type="checkbox"/> Librarian <input type="checkbox"/> Music/Choir <input type="checkbox"/> Physical Education <input type="checkbox"/> Reading <input type="checkbox"/> Special Education - 1 on 1 <input type="checkbox"/> Special Education - Autistic <input type="checkbox"/> Special Education - Behavioral <input type="checkbox"/> Special Education - Developmental <input type="checkbox"/> Special Education - Life Skills <input type="checkbox"/> Special Education - Preschool <input type="checkbox"/> Special Education - Resource <input type="checkbox"/> Technology | <input type="checkbox"/> Alternative Education – General Ed <input type="checkbox"/> Art <input type="checkbox"/> Business Education <input type="checkbox"/> English/Language Arts/Drama <input type="checkbox"/> English Language Learner - ELL <input type="checkbox"/> Health <input type="checkbox"/> Journalism/Yearbook <input type="checkbox"/> Leadership <input type="checkbox"/> Librarian <input type="checkbox"/> Math <input type="checkbox"/> Music/Choir <input type="checkbox"/> Physical Education – Female Teacher | <input type="checkbox"/> Physical Education – Male Teacher <input type="checkbox"/> Robotics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies/History <input type="checkbox"/> Special Education – 1 on 1 <input type="checkbox"/> Special Education - Autistic <input type="checkbox"/> Special Education – Behavioral <input type="checkbox"/> Special Education – Developmental <input type="checkbox"/> Special Education – Life Skills <input type="checkbox"/> Special Education – Resource <input type="checkbox"/> Technology <input type="checkbox"/> World Languages |
|---|--|---|

ALTERNATIVE SITE DESCRIPTIONS

Avanti High School - Our mission at Avanti High School is to provide students with an academically rigorous and relevant curriculum within a relationship-based educational environment. Students acquire the knowledge and skills demanded by society through a combination of experiential and personalized learning opportunities. As a result, our students learn to visualize life after high school as they follow diverse paths towards graduation and begin a lifelong journey of becoming responsible, participating citizens in a global society.

GRuB (Garden Raised Bounty) is a nonprofit organization that fosters growing healthy food, people and communities. The "u" stands for "you"--our community. Through the **GRuB in the Schools Initiative**, disengaged and/or low-income students earn credits while learning about and contributing to their local food systems. GRuB focus on the themes of **Farming Self** (personal development), **Farming Land** (sustainable land stewardship), & **Farming Community** (civic engagement & community service).

LINCS is the Tumwater School District Transition Program. It is an independent living training program for adults 18-21 years old with developmental disabilities. It is a community-based program. LINCS is located at Meadowood Apartments, 801 Israel Road #K-105, across the street from Tumwater High School. You may contact the program at 360-753-6413. **Bring a lunch with you.**

OSD Transition Academy is community-based and works with students of varying abilities with unique learning characteristics and needs, ages 18-21, who have completed their high school careers. You may contact the program at 360-664-4633. Please park on a side street and not in front of the house. **Bring a lunch with you.**

Olympia Regional Learning Academy (ORLA) oversees the Homeschool Connect and Montessori programs (K-6). **Homeschool Connect** works with families who provide home-based instruction to support them in the education of their children. Parents remain the primary teacher in their child's education, but Homeschool Connect is here to be supportive with resources, strategies, and classes that are more difficult to provide at home. The **Montessori Method** is built around a 2-3 hour work period during which students are free to explore the environment and become enmeshed in their work. The half-day class will often begin with a class meeting during which the whole group of students will come together to build community through songs, games, problem solving, and/or presentations of learning material.

Secondary Options is an alternative education program located within Tumwater School District on two campuses; Black Hills High School, which is a more traditional setting with three classrooms and direct instruction by teachers; and New Market Skills Center which is an Apex online learning program. The classroom is a computer lab where students work on their subjects online, with a teacher available to assist them as needed.

Tumwater West is the juvenile detention center. Students grades 4-12, self-contained and are taught all subjects.

Yelm Extension School (YES) is an off-campus alternative learning program of Yelm High School.



Role and Responsibilities of the Emergency Guest Teacher

The following information pertains to the role and responsibilities of an emergency guest teacher. Keep a copy for your records to use as a reminder checklist when accepting an assignment.

The emergency guest teacher is in charge of the classroom in the absence of the regular teacher. The emergency guest teacher is responsible for the delivery of the instructional program as well as to maintain the care, welfare, safety and security of students in the classroom.

An emergency guest teacher must be able to fluently communicate by reading and writing in the English language.

NOTE: Emergency Guest teacher placement is handled on-call and as needed as dictated by the daily needs of our member districts. Be advised, there is no guarantee of placement on any given day and no ongoing expectation of placement.

Emergency Guest Teachers are required to fulfill the following responsibilities:

- 1. Read and abide by the Guest Employee Guide.
- 2. Implement the teacher's written lesson plans. Consult with site administration to resolve questions and/or concerns.
- 3. Teach scheduled classes.
 - Prepare a written summary of work completed.
 - Make teacher and/or site administration aware of special situations or problems encountered.
- 4. Maintain proper control and discipline both inside and outside the classroom, including hallways, in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning processes and in accordance with district policy and procedure.
 - Maintain high standards and uphold the student conduct code.
 - Properly report misconduct to site administration.
 - Maintain supervisory control of students including, but not limited to before and after school as well as classroom transitions.
- 5. Perform basic attendance functions and business services as required.
- 6. Comply with all building procedures and schedules. Promote the proper use and care of school property.
- 7. Uphold Board policies and follow administrative procedures.
- 8. Cooperate with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- 9. Work cooperatively with site administration, staff, students and families.
- 10. Follow directives of site administration including but not limited to substituting in another classroom during a preparation period, performing administrative tasks and performing other related duties as assigned.
- 11. Emergency guest teachers accepting long term placements (11 days or more) are responsible for performing all responsibilities listed in items 1-10 above as well as those identified in the absent teacher's job description (as determined by each school district).

- 12. Review the Guest Employee Guide for information regarding payment, discipline procedures, Aesop, school locations and calendars, and other pertinent topics.
- 13. Maintain professional/business casual dress, appropriate to the emergency guest employee placement.

IN THE CLASSROOM

Emergency guest teachers have the responsibility to review the following items prior to the start of class:

- 1. Lesson plans.
- 2. Immediately inform the office if there are insufficient or no plans left by the regular classroom teacher.
- 3. Teacher's expectations and or classroom rules.
- 4. Worksheets or other produced materials for carrying out the day's activities in the classroom.
- 5. Emergency plans.
- 6. Notes regarding specific students (e.g. special education, individual health plans and behavior intervention plans).
- 7. Attendance directions.
- 8. Special procedures (it is important that you do not vary from the practices of the regular teacher).
- 9. Map of the building to locate restrooms, the staff lounge, the library and other important places in the building.
- 10. Seating chart(s).
- 11. Names of student helpers.
- 12. Name and hours of the classroom paraeducator (if applicable).

DURING THE STUDENT DAY

Emergency guest teachers have the responsibility to...

- 1. Introduce yourself to the class; write your name on the board and require students to use your proper name.
- 2. Greet the students at the door and immediately get them involved in a learning activity.
- 3. Write a short activity on the board for students to work on while other students enter the classroom.
- 4. Establish your responsibility as their teacher for the day. Let students know your expectations. A positive, but firm attitude will help make your day successful. Closely following the teacher's written expectations will make the day run smoothly.
- 5. Start class promptly; this helps reduce discipline problems.
- 6. Record attendance.
- 7. Supervise students at all times. Circulate the classroom and offer assistance.
- 8. Be fair, positive and respectful in your interactions with students and school personnel.

- 9. Follow the teacher's lesson plans as closely as possible. If it is necessary to deviate from the lesson plans, be sure to leave a note for the teacher with that information.
- 10. Use clear, consistent instructions in directing every activity.
- 11. Immediately request assistance from the front office in situations that threaten the safety of students and others.
- 12. Have some age/grade appropriate plans and activities of your own that can be used if there are no lesson plans, or if the class covers the planned material before the end of the day/class period. (Check the Substitute Services Website for links to reference material.)
- 13. Emergency guest teachers are not entitled to a preparation period. You may be asked to guest teach in another classroom, perform administrative tasks or other related duties as assigned.
- 14. Conducting personal business during a guest employee placement is prohibited.
- 15. **The following examples of unacceptable behavior include, but are not limited to: using profanity, reading the newspaper, personal phone calls on a school or cellular phone, sending text messages and using the Internet for non-school related purposes including accessing Aesop to accept future placement(s).**
- 16. If you need assistance resolving a problem, contact a site administrator or building secretary.

AT THE END OF THE STUDENT DAY

Emergency guest teachers have the responsibility to...

- 1. Remain at the assignment until the scheduled end time.
- 2. Write a detailed summary for the teacher describing the day's instruction and student interactions.
- 3. Leave the classroom in the same condition as when you arrived. Be sure to turn off any electrical devices used, close windows and lock the classroom door.
- 4. Report any accidents, spills or repairs to site administration.
- 5. Check out with the front office. Return any keys and/or materials.



CERTIFICATED REFERENCE FORM

Applicant's Full Name: _____ Applicant's Email: _____

Applicant's Address: _____ City: _____ Zip: _____

Name of Reference: _____ Title: _____

School/Business: _____ Phone Number: _____

TO BE COMPLETED BY THE EVALUATOR

The applicant listed above is seeking an opportunity for employment with EdJobsNW's (formerly PSPC) member school districts and is required to provide a reference for his/her application. A reference should be familiar with the applicant's ability, potential, and performance. **Your prompt attention in completing and returning this form to the applicant, at the address or email listed above, is greatly appreciated.** Comments can be included on an attachment if you require additional space.

1 – Excellent 2 – Above Average 3 – Average 4 – Below Average 5 – Unsatisfactory NK – No Knowledge

| Professional / Personal Characteristics | Rating | Dependability / Reliability | Rating |
|---|--------|---|--------|
| General appearance (appropriate for position) | | Effective interpersonal skills (students, parents, peers) | |
| Character / Integrity | | Attendance / Punctuality | |
| Initiative | | Commitment to education and teaching | |
| Judgment / Common sense | | Flexibility / Adaptability | |
| Response to supervision | | Clarity of written/verbal communication | |
| Technology skills | | | |
| Teaching / Instructional Characteristics (if applicable) | | | Rating |
| Collaborative and collegial practice (acts as a team member to improve instruction and student learning) | | | |
| Knowledge of subject matter | | | |
| Instructional planning (knowledge of standards, strategies to meet differences in learning, and development of appropriate lesson plans) | | | |
| Assessment of student needs (ability to evaluate student needs through the use of different types of assessments and analysis of data) | | | |
| Instructional delivery (implementation of strategies to ensure successful student learning while accommodating diverse student needs) | | | |
| Student achievement (takes ownership for student learning) | | | |
| Classroom management | | | |
| Effort toward improvement when needed | | | |
| Counselor/Psychologist, Social Worker, OT, PT, Speech Language Pathologist, Audiologist, and/or Nurse Characteristics (if applicable) | | | Rating |
| Demonstrates a competent level of skill/knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation | | | |
| Demonstrates a depth and breadth of knowledge of theory and content in specialized field | | | |
| Demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the specialized program | | | |
| Aware of limitations and strengths and demonstrates continued professional growth | | | |
| Demonstrates an acceptable level of performance in offering assistance in identifying those needing specialized services in his/her field | | | |

PLEASE PROVIDE REQUESTED INFORMATION BELOW

- I have known the applicant: As a student As an employee Professionally Other _____
- Dates of employment and/or time you have known applicant: _____ to _____ and/or number of years _____
- What was the applicant's position in your school or business? _____
- Do you know any reason why this person should not work around children? Yes No If yes, please explain in comments section below.
- Do you know of any disciplinary action or investigation taken against the applicant concerning unprofessional conduct, incompetence, or insubordination? Yes No If yes, please explain in comments section below.
- If a vacancy existed in your school or business for which the applicant was qualified, would you consider him/her for employment? Yes No
- COMMENTS** _____

Evaluator Signature

Date

Email



CERTIFICATED REFERENCE FORM

Applicant's Full Name: _____ Applicant's Email: _____
 Applicant's Address: _____ City: _____ Zip: _____
 Name of Reference: _____ Title: _____
 School/Business: _____ Phone Number: _____

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| Classroom management | | | |
| Effort toward improvement when needed | | | |
| Counselor/Psychologist, Social Worker, OT, PT, Speech Language Pathologist, Audiologist, and/or Nurse Characteristics (if applicable) | | | Rating |
| Demonstrates a competent level of skill/knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation | | | |
| Demonstrates a depth and breadth of knowledge of theory and content in specialized field | | | |
| Demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the specialized program | | | |
| Aware of limitations and strengths and demonstrates continued professional growth | | | |
| Demonstrates an acceptable level of performance in offering assistance in identifying those needing specialized services in his/her field | | | |

PLEASE PROVIDE REQUESTED INFORMATION BELOW

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- Dates of employment and/or time you have known applicant: _____ to _____ and/or number of years _____
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- Do you know any reason why this person should not work around children? Yes No If yes, please explain in comments section below.
- Do you know of any disciplinary action or investigation taken against the applicant concerning unprofessional conduct, incompetence, or insubordination? Yes No If yes, please explain in comments section below.
- If a vacancy existed in your school or business for which the applicant was qualified, would you consider him/her for employment? Yes No
- COMMENTS** _____

Evaluator Signature

Date

Email



CERTIFICATED REFERENCE FORM

Applicant's Full Name: _____ Applicant's Email: _____
 Applicant's Address: _____ City: _____ Zip: _____
 Name of Reference: _____ Title: _____
 School/Business: _____ Phone Number: _____

TO BE COMPLETED BY THE EVALUATOR

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| Collaborative and collegial practice (acts as a team member to improve instruction and student learning) | | | |
| Knowledge of subject matter | | | |
| Instructional planning (knowledge of standards, strategies to meet differences in learning, and development of appropriate lesson plans) | | | |
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| Demonstrates a competent level of skill/knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation | | | |
| Demonstrates a depth and breadth of knowledge of theory and content in specialized field | | | |
| Demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the specialized program | | | |
| Aware of limitations and strengths and demonstrates continued professional growth | | | |
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- Do you know of any disciplinary action or investigation taken against the applicant concerning unprofessional conduct, incompetence, or insubordination? Yes No If yes, please explain in comments section below.
- If a vacancy existed in your school or business for which the applicant was qualified, would you consider him/her for employment? Yes No
- COMMENTS** _____

Evaluator Signature

Date

Email



2019-2020 School Year

To: New Emergency Guest Teacher

From: Carrie Harper-Kitzmilller, Administrator

Subject: Notification of Reasonable Assurance for the 2019-2020 School Year

We are pleased to notify you that you have reasonable assurance as a guest employee with EdJobsNW Guest Employee Services member districts (Griffin, Hood Canal, Mary M. Knight, McCleary, Oakville, Olympia, Rochester, Tenino, Tumwater, Yelm and Head Start/ECEAP) for the 2019-2020 school year.

Employment with our districts calls for several customary vacation/recess periods during the school year. You will remain a guest employee for the member school districts following each of these periods, as established by the 2019-2020 school calendars, unless you have indicated otherwise.

The following are approximate dates of recess periods during the 2019-2020 school year, but may vary by district.

| | |
|------------------|---|
| Winter Break | December 23, 2019 through January 3, 2020 |
| Mid-Winter Break | February 14, 2020 |
| Spring Break | April 6, 2020 through April 10, 2020 |
| Summer Break | Starts June 19, 2020 |

This notification is not intended to create a contract of employment or to alter an existing contract of employment, if any. Be advised, there is no guarantee of placement on any given day and no ongoing expectation of placement.

By signing below, I hereby acknowledge receipt of this Notice of Reasonable Assurance.

I wish to be a guest employee with *EdJobsNW* for the 2019-2020 school year:

Yes No

Email Address (REQUIRED)

Signature

Print Name

Date



Sexual Misconduct Disclosure Release Instructions

Effective June 10, 2004

Engrossed Second Substitute Senate Bill 5533

The Legislature has determined that additional safeguards are necessary in the hiring of school district employees to ensure the safety of Washington's school children. To provide this additional safeguard the attached form is required for all applicants.

Steps for completing the Sexual Misconduct Disclosure Release Form:

1. It is required that you complete one form for each school district in which you have worked.
2. Enter your previous school district name and address in the top section of the form.
3. Enter your name and information in the middle section of the form.
4. Signature (below authorization statement)
 - Each form needs to have your original signature and date.
5. Upload form(s) your online application.
6. If you have never been employed by a school district check the box "No prior school district employment" on the top right of the form, print and sign your name and date the form where indicated.
7. The Guest Employee Services Office will mail the original form(s) to your former school district(s).
8. Prior districts will then return the completed form(s) to the Guest Employee Services Office.
9. Hiring is contingent upon the outcome of the returned form(s).



WASHINGTON STATE SEXUAL MISCONDUCT DISCLOSURE RELEASE

(District Submits This Form to Previous School District Employer(s))

| | |
|-------------------------------------|--|
| To: SCHOOL DISTRICT EMPLOYER | <input type="checkbox"/> No prior school district employment |
| PERSONNEL DEPARTMENT | |
| STREET ADDRESS | |
| CITY, STATE, ZIP | |
| FAX # | |

The named applicant is under consideration for a position in our district. The Legislature has determined that additional safeguards are necessary in the hiring of school district employees to ensure the safety of Washington's school children. The individual whose name appears below has had previous employment with your organization. As a former employer, we request you provide the information requested on this form within 20 business days as required by state law (RCW 28A.400). Sexual misconduct definitions are found in WAC 181-87 and WAC 181-88. Your assistance is appreciated.

| | |
|--|-----------------|
| APPLICANT'S NAME (FIRST, MIDDLE, LAST) | |
| FULL NAME WHEN LAST EMPLOYED WITH ORGANIZATION | |
| SOCIAL SECURITY NUMBER | CERTIFICATE NO. |
| APPROXIMATE DATES OF EMPLOYMENT | |
| POSITION(S) | |

I authorize you to release to the school/district listed below, all information related to any acts of sexual misconduct that the school district has made a determination that there is sufficient information to conclude that the abuse or misconduct occurred and that the abuse or misconduct resulted in the employee's leaving his or her position at the school district. Such information includes copies of all related documents, including any rebuttal documents, in personnel, investigative or other files, in accordance with RCW 28A.400. I release the above employer and employees acting on behalf of the employer from any liability for providing information described in this document.

Applicant Signature

Date

This section to be completed by former school district employer(s) only.

- No sexual misconduct materials were found.
- Yes, sexual misconduct materials are available.
Please contact for more information.
- No record of employment

Was a complaint of sexual misconduct filed with OSPI?

Yes No

Former Employer Representative Signature

Title

Date

Employing School Receipt Date: _____

Received By: _____

Return all completed information to:

| | | |
|-------------------------------------|--------------|-----------------------|
| SCHOOL DISTRICT EdJobsNW | | PHONE 360-464-6855 |
| ADDRESS 6005 Tye Dr SW, Tumwater | | FAX 360-464-6904 |
| STATE WA | ZIP 98512 | |



Fingerprint/Background Check Requirement Instructions

Washington State law requires that any person newly hired by a school district or educational service district must be fingerprinted for a state and national background check. This process must be completed prior to working or becoming a guest employee (substitute) at a school district or educational service district.

The fingerprinting/background process is NOT required until you complete and return the guest employee forms and have finished all of the SafeSchools courses.

Capital Region ESD 113 conducts fingerprinting on a walk-in basis. No appointments or reservations are taken. It may take approximately 15-20 minutes to fingerprint an applicant. Be advised there may be people waiting ahead of you when you arrive. Early morning is a better time to come in, allowing plenty of time for this process. If you arrive late in the afternoon and there are individuals ahead of you, we may not be able to get your process completed and therefore will ask you to return another day. Our office must complete required closing procedures and are unable to print individuals who arrive after 3:30 p.m. Fingerprinting is completed at the Capital Region ESD 113.

Capital Region Educational Service District 113

6005 Tye Drive SW
Tumwater, WA 98512
(360) 464-6714

Hours: 7:30 AM – 3:45 PM (Closed for lunch from 11:30 AM – 12:30 PM), Monday through Friday

Fee: \$83.00

Please Note: If you bring small children with you, they should be accompanied by another adult in the lobby while you are fingerprinted.

You may pay for the fingerprinting process using a debit/credit card (Visa/MasterCard ONLY).

No business or personal checks.

Should we be unable to obtain quality fingerprints from an individual, we then send them with a form to the Washington State Patrol to be printed there. This form is generated by the ESD and sent with the individual. The form gives that agency the information they need and lets them know that the appropriate fee has been charged. The law enforcement agency will charge a fee to take the prints as well.

Please be aware, ESD 113 staff strives for quality control in your fingerprinting process, however, we cannot guarantee that your prints may not be rejected due to circumstances beyond the technician's control. **NO refunds will be granted.**

If you have questions you may contact the Fingerprint Office at (360) 464-6709.



Acknowledgement Statement

By signing below, I acknowledge that I have read and understand the information in the items listed below and agree to abide by the standards/guidelines.

- Role and Responsibilities of the Emergency Guest Teacher
- Notice of Reasonable Assurance Form
- SafeSchools Courses
- Guest Employee Guide
 - Payroll Information
 - Dress Code
 - Maintaining Professional Staff/Student Boundaries
- Code of Professional Conduct
- Absence Management (Aesop) Instructions
- Pay Rates
- Workers' Compensation – On the job injury information
- Orientation Video (currently unavailable)
- Guest Employee Restriction Process (See page 16 in the *Guest Employee Guide* for details.) I understand action(s) may be taken if I do not adhere to these requirements.
- School District policies and procedures are available at each building and may be reviewed upon asking the office staff. I understand that each school district has their own set of policies and procedures that I must follow when working within each district.

Furthermore, I agree that I have the skills, knowledge and abilities to perform the tasks necessary for each placement that I accept through the Absence Management (Aesop) system.

Print Legal First and Last Name

Signature

Date