



Organizing and Engaging Substitute Educators



Table of Contents

Introduction.....	1
Substitute Educator Membership.....	2
Issues, Concerns & Contract Highlights.....	3
A. Recognition and Representation.....	4
B. Training.....	5
C. Pay Rates: Daily vs. Long-Term.	6
D. Credentials and Qualifications.....	8
E. Retaining Retired Teachers as Substitutes.....	8
F. Benefits.....	8
G. Minimum Number of Days.....	9
H. Selection, Hiring and Assignment.....	10
I. Permanent Employment.....	10
Substitute Educator Survey Results.....	12
Sample Materials.....	19

ACKNOWLEDGEMENTS: Many thanks to the members and staff organizing substitute educators who so generously contributed their experience and materials to this Report.

Introduction

The Mission of the National Education Association is:

To advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Adopted at the 2006 NEA Representative Assembly

Substitute educators employed on a day-to-day basis by our nation's school districts are an essential part of the community of education professionals and the NEA family. Across the nation, more than 4,700 educators working as substitutes already belong to the National Education Association and its affiliates.

To expand and deepen the involvement of substitute educators in the Association, the 2016 NEA Representative Assembly approve a New Business Item (#77) calling on NEA to produce a report "to assist affiliates and locals in organizing substitute educators". Towards that end, NEA has surveyed its substitute members to assess their concerns, interests and engagement with the Association, has contacted affiliates with the greatest substitute membership to identify how they engage substitutes, and has compiled sample materials designed for outreach to substitute educators.

Substitute Educator Membership

NEA's Bylaws define the options for membership in the Association by substitute educators:

Unless otherwise provided herein, an educational employee employed on a day-to-day basis who is eligible for membership in the Active category shall have the option of joining the Association as a Substitute member, unless said employee is eligible for NEA Retired membership. The option to join the Association as a Substitute member shall be available only to an educational employee who is employed in a state in which the state affiliate has a substitute membership category and who maintains membership in the state affiliate's substitute membership category. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors. Educational employees employed on a day-to-day basis who are included in a bargaining unit with full-time educational employees shall be eligible only for Active membership.

- Section 2-1(e)
Bylaws of the National Education Association

The NEA Handbook (2017 edition, p. 107) provides further clarification on the membership options for substitute educators:

Substitute. Substitute membership is open to any educational employee employed on a day-to-day basis who is eligible for Active membership unless (i) said employee is drawing educational retirement benefits and is eligible for NEA Retired membership; or (ii) said employee is included in a bargaining unit with full-time educational employees. In the latter case, the employee is eligible for Active membership at the reduced rate of one-fourth of the Active dues, as appropriate. The option to join the Association as a Substitute member is available only to an educational employee who is employed in a state in which the state affiliate has a substitute membership category and who maintains membership in the state affiliate's substitute membership category.

The dues of a Substitute member, established by the NEA Board of Directors, are \$15.00 in 2016-2017. Substitute membership entitles the member to the following benefits approved by the Board:

1. Receipt of NEA's every-member publication, NEA Today.
2. Coverage under the Educators Employment Liability (EEL) Program.
3. Eligibility for special services as applicable.

Substitute members do not have governance rights within the NEA.

Issues, Concerns & Contract Highlights

To assess how substitute educators can best be involved in their locals, state affiliates and NEA, elected leaders and staff members in local affiliates with the greatest number of substitute members were interviewed by NEA. Additionally, contracts representing substitute educators were reviewed.

Outreach to Substitute Educators

Staff and governance leaders across states and local affiliates reported a variety of strategies and tactics for outreach to substitutes.

"WVEA purposefully recruits and organizes substitute educators in its membership. Weekly calls with field staff members include discussion of enrollment strategies and activities that include substitutes."

*David Haney
Executive Director, West Virginia Education Association*

"Local substitute leaders have generated membership materials specifically promoting substitute membership. These were distributed last year during a series of membership blitzes in school buildings. Two cycles of blitzes and coordinated phone banks were successful at attracting more substitute members."

*Phyllis Campano
President, Seattle Education Association*

Edmonds EA purposefully recruits and organizes substitutes. Substitute educators are involved in pretty much everything we do as a local. They are part of our Edmonds Educators of Color Network; they attend our professional development; they volunteer at Read Across America and the New Teacher Warehouse; they attend our political rallies and events. Many of our contracted members become substitutes in our district after they retire or when they are on childcare leave, so it is very natural to integrate them into everything that we do as an Association.

Our substitute members are also more likely to become actively involved in the Association after they are hired into a contracted position, so it is smart membership building strategy to have a strong substitute membership in the Association.

Building Reps talk with substitutes in their buildings about joining. They are made aware of all the professional development opportunities, the member benefits, and the representation and liability insurance that comes with membership. We also actively encourage our contracted members to use "union substitutes" when they need to be out of their classrooms, especially when they are out for union activities. We publish a Substitute New Member Handbook and have a page on our EEA website for substitutes. We also have a page on our website called "Find a Sub" where we list all the "union substitutes" so that our contracted members can easily locate and request member substitutes to cover their classes.

*Andi Nofziger
President, Edmonds Education Association*

Governance

"WVEA governing documents afford to substitute educators all the rights and privileges of membership except the right to hold elective office at the local or state level."

*David Haney,
Executive Director, West Virginia Education Association*

"Substitutes in SEA elect their own president and vice president, who hold dedicated seats on our Representative Council. Provisions in the Council's governing documents allow for substitutes to hold a third seat based on increased substitute membership."

*Phyllis Campano
President, Seattle Education Association*

"We currently have 132 substitute members in our bargaining unit. They enjoy equal membership rights and privileges as our contracted members. We have an elected president of the substitute association, Ashley Lambert, who serves on our Executive Board. Substitutes also are allocated Building Representatives at the ratio of 1:15 members, as are all our other groups. The Building Representatives for substitutes are elected at their fall meeting and attend our Representative Council. Substitutes are eligible to attend WEA-RA and NEA-RA as delegates, and they are included in all of our programming."

*Andi Nofziger
President, Edmonds Education Association*

"Substitutes elect their own Building Representatives but because substitutes are considered at-will employees and have no continuing contract rights, they have no permanent or dedicated seats in the affiliate's governing structure."

Elizabeth Beck, UniServ Representative, Highline Education Association

Contracts

Substitute educators are represented in collective bargaining by NEA affiliates in a variety of ways; from having separately negotiated collective bargaining agreements and salary schedules, to having dedicated articles in broader collective bargaining agreements for certificated employees. There is no one preferred model – the approaches vary based on local conditions, history and bargaining laws.

"All professional employees, including substitutes, office professionals and paraprofessionals, are included in the Seattle Education Association's collective bargaining agreement for certificated non-supervisory employees."

*Phyllis Campano
President, Seattle Education Association*

"Substitutes are covered under a separate section of the collective bargaining agreement for certificated employees."

Andi Nofziger, Edmonds Education Association

"Substitutes employed by Highline School District are covered by a separate article and salary schedule in the collective bargaining agreement that covers all certificated non-supervisory employees."

Elizabeth Beck, UniServ Representative, Highline Education Association

Listed below are a number of issues of concern to substitute educators and examples of how they are addressed in collective bargaining agreements.

A. Recognition and Representation

- **Kent School District** in Washington recognizes substitute educators within its definition of "professional certificated personnel" and uses the term "guest teacher" to refer to this class of employee. The district further recognizes two groups of guest teachers: a "regular guest teacher" who works on an as-needed basis, and a "long-term guest teacher" who accepts assignments of 20 consecutive days or more in the same location. Kent Education Association represents substitutes under the collective bargaining agreement in effect.
- Substitutes employed by **Highline School District No. 401** in Washington are eligible for representation beginning on the twenty-first consecutive day of employment or on the thirty-first day of employment within any twelve-month period. The Highline Education Association represents these under the collective bargaining agreement in effect.
- **Seattle Public Schools** in Washington recognizes four categories of substitutes: (1) Senior Substitutes, who have served four or more years as a substitute in the district, and who have worked at least 45 days per year and have accepted assignments for which they've been called, or who are teachers that were laid off and have not been re-employed; (2) Regular Substitutes, who have served fewer than four years and who accept assignments for which they're called; (3) Building Designated Substitutes, who are specifically assigned to work every day of a school year at a specified school or cluster of schools; and (4) Long-Term Substitute, who remains in a single assignment of 60 consecutive days or more.
- Substitutes employed by the **Beaverton School District** in Oregon are represented by the Beaverton Education Association, which negotiates a contract on their behalf separate from contracts covering other classes of employees. Under that contract, the BEA president and/or representatives meet with the district and the Superintendent monthly to discuss issues and concerns, to share information and to engage in interest-based problem solving.

- **Montgomery County Public Schools** in Maryland includes both certificated and non-certificated substitute teachers in its contract recognition clause with the Montgomery County Education Association. MCEA negotiates a supplemental contract on behalf of these employees that includes issues unique to substitutes and – by reference – relevant sections of their primary contract. Short-term substitutes work fewer than 11 consecutive workdays in the same assignment, and long-term substitutes are those who work a minimum of 11 consecutive workdays in the same assignment.
- Substitutes employed by **Edmonds School District No. 15** in Washington are eligible for representation following his or her first workday by the Edmonds Education Association. The district recognizes four types of substitutes and delineates rates of pay accordingly: (1) “regular daily substitutes,” who work 30 or fewer days (half-day or full-day assignments) during the school year; (2) “intermediate daily substitutes,” who work 31 or more days during the year; (3) “120-day substitutes,” who worked 120 or more days during the previous school year; and (4) “long-term substitutes,” who work 45 or more consecutive days in the same assignment, and who are paid on the Certificated Employee’s Salary Schedule retroactive to the first day in the assignment.
- The **Portland Public Schools** recognize Portland Association of Teachers as the exclusive bargaining agent for substitutes employed by the district, and the district allows up to three substitutes, identified by PAT, to take release time with pay for purposes of participating in bargaining with the district.

B. Training

“Any member of WVEA is eligible to participate in its professional development programs, many of which are offered through local affiliates. One recent example that was promoted statewide was a training on bullying in the classroom. One training that is often requested by new teachers and substitutes is classroom management.”

*David Haney
Executive Director, West Virginia Education Association*

“Our SEA Substitutes Department sponsors monthly professional development programs for substitutes, including some that are delivered by members.

Special education training and curriculum training are popular options, but a broad menu of options is made available during an annual one-day summit.”

*Phyllis Campano
President, Seattle Education Association*

“Both the affiliate and the district offer professional development opportunities. Edmonds School District provides substitute training in the fall and spring; the trainings are optional to attend but attendees are paid and the day is counted as a workday. Substitutes who are Edmonds EA members are eligible to attend all professional development programs offered by the affiliate at the local, council and state level. Substitutes frequently take advantage of trainings on new technologies adopted by the district, as well as the affiliate’s trainings on culturally-responsive classrooms, special education, and political/legislative action.”

*Andi Nofziger
Edmonds Education Association*

“Professional development is provided by WEA at the Representative Council level, and all members are eligible to participate. In the 2016-17 school year, the Highline School District began offering professional development programs for substitutes and intends to expand the offering next year, in response to more emergency-certificated substitutes’ needs.”

*Elizabeth Beck
UniServ Representative, Highline Education Association*

- **Kent School District** provides optional staff development for substitute educators, for the stated purpose of allowing substitutes “an opportunity to gather and share additional information about being successful as a guest teacher beyond the information provided in the Guest Teacher Handbook.” Experienced substitutes are mutually designated by the district and the local affiliate to serve as presenters at these events. Those substitutes who attend are compensated by the district at an hourly rate (a half-day’s rate divided by four).
- **The Highline School District No. 401** is responsible for offering professional development aimed at substitute teachers. Substitutes required by the district to attend workshops and conferences are compensated for the time spent in attendance and participation there. If attendance is during the substitute’s workday, this time is counted as time worked; if it is outside the workday, it counts as work time for pay purposes.

- **Beaverton School District** works collaboratively with Beaverton Education Association to develop and schedule relevant substitute training and workshops. The district provides one half-day in-service at the beginning of each school year, if funding permits; it may annually require up to four hours of online in-service for all substitutes; it allows substitutes to attend summer professional development, based on space availability; it allows substitutes to attend district-sponsored in-services under the same conditions as regular teaching employees, and principals may allow substitutes to attend building-sponsored in-services. However, none of these are considered work for purposes of compensations, and substitutes are not paid for time spent attending these trainings. At BEA's request, the district additionally sponsors up to three 90-minute topical in-services on non-student contact days, including one during the October in-service. PDU certificates are available for all substitute in-service, workshops and relevant training. Under certain conditions, the district will reimburse tuition costs for up to four graduate-level credit hours, but only those substitutes are eligible who have worked at least sixty days in the district during the previous school year and who are employed by the district.
- **Montgomery County Public Schools** allows substitutes to participate in in-service courses on a space-available basis, and it allows any substitute teacher who has worked at least 45 days (315 hours) in the previous semester to enroll in appropriate professional development experiences. One annual training day (or two half-days, totaling seven hours in either option) is offered to substitutes at the short-term pay rate.
- **Edmonds School District No. 15** offers seven hours of professional development annually for substitute teachers. Representatives of the district and the Edmonds Education Association collaboratively plan subjects, activities, and dates of the programs. Substitutes who worked at least twenty days during the preceding school year are compensated at the applicable half-day substitute rate for participation in the professional development programs; others may be eligible for compensation at an hourly rate of pay, up to three and one-half hours.
- Up to 200 substitutes on **Eugene School District No. 4J's** master substitute list at the beginning of the school year are eligible to participate in the half-day of in-service programming sponsored by

the district, and these receive a per diem of one half-day's pay rate.

- **The Portland Public Schools** agree that orientation and professional development of substitutes is a desired operational goal, and it commits to providing one half-day paid program for substitutes when funds are available.

C. Pay Rates: Daily vs. Long-Term

"In West Virginia, substitute pay scales are pegged to the professional salary schedules, which are separated by applicable degrees. Approved substitutes who hold master's degrees, for instance, are paid from the bottom step of the professional salary schedule for teachers who hold master's degrees, regardless of years of experience. Substitutes who hold bachelor's degrees are compensated from the bottom step of the schedule for teachers who hold bachelor's degrees. On either schedule, advancement in compensation only occurs once a substitute has worked for more than 30 consecutive days in the same position."

*David Haney
Executive Director, West Virginia*

"Individuals who qualify as long-term substitutes receive higher pay rates and become eligible for certain benefits. Schools are funded by a state-allocated measure (SAM), but 33 percent of personnel salaries are funded by 'time, responsibility and incentive pay' (TRI), which is raised through levies. Substitutes are paid from SAM but do not qualify for TRI until they qualify as long-term substitutes. Short-term substitutes receive a flat rate without consideration for education or experience."

*Phyllis Campano
President, Seattle Education Association*

"Substitute compensation rates are bargained. Half-day rates are calculated at 60 percent of full-day rates, and full-day rates are tiered according to the number of days a substitute works in a year. Rates for casual daily substitutes who work up to 29 days are \$168 per day (\$101 for a half-day); for substitutes who work between 30 and 119 days are \$185 (\$111 for a half-day); and for substitutes who worked more than 120 days in the previous year are \$207 per day (\$124 for a half-day). Substitutes who fill a position for a teacher on long-term leave move to the certificated salary schedule after 45 consecutive days of work. Additional, if substitutes are assigned

non-instructional duties during a planning period, the substitute receives an additional 20 percent of the daily rate.”

*Andi Nofziger
President, Edmonds Education Association*

“Pay rates for substitutes in Highline School District are negotiated separately from the professional salary schedule with one exception: After serving in one assignment for 20 days, long-term substitutes are paid on the lowest step of the teachers’ base salary schedule. No credit is considered for additional credentials or experience, but the district offers a ‘loyalty bonus’ of \$100 for substitutes who have worked at least 100 days in the previous year.”

*Elizabeth Beck
UniServ Representative, Highline Education Association*

- The current collective bargaining agreement between **Kent School District** and Kent Education Association designates rates of pay for half-day (\$88), extended half-day (\$110), full day (\$154) and full day without a planning period (\$176). Having worked 20 non-consecutive days or more, the substitute is then paid an additional bonus of \$200, up to three times per year.
- The current collective bargaining agreement between **Highline School District No. 401** and Highline Education Association designates three dates of pay for substitutes, dependent upon the individual’s training and years of experience, and whether or not the substitute holds an “Emergency Substitutes Certificate.” Those holding Emergency Substitutes Certificates qualify for pay at rate of \$60 per half-day and \$120 per day; all others are paid a “daily rate” according to a negotiated salary schedule. Substitutes who work less than three and one-half hours on a day are paid half the daily rate plus six dollars; those who work more than three and one-half hours are paid the full daily rate.
- **Seattle Public Schools** counts a half-day as up to three and one-half clock hours, and it counts a full day as more than three and one-half clock hours.
- **Beaverton School District** compensates substitutes for a minimum of one-half day (four hours) with such additional hour worked (up to four) to be paid at a prorated rate (daily rate divided by eight), and pay is assigned in thirty-minute increments. Long-term assignments are defined as assignments of ten or more consecutive days worked for a given teacher. Daily contract pay is computed on a yearly salary base, at the substitute’s appropriate step and column of the teacher salary schedule, divided by 193. On the date a long-term substitute assignment begins, the pay rate that is established is based on received verification of teaching experience (using the District’s Verification of Experience form) and official transcripts. The current basic substitute daily rate is \$181, and work incentives are awarded to substitutes who work a certain number of days during each trimester of a school year. Substitutes who work 65 percent of available days are awarded \$300, \$500 and \$700 in the first, second and third trimesters, respectively; those who work 82 percent of available days are awarded an additional \$200 in each trimester.
- The current rates of pay for substitutes employed in the **Montgomery County Public Schools** are separated by certification status. Certificated substitutes in short-term assignments earn \$135.04 per day, and those in long-term assignments earn \$192.31 per day. Non-certificated substitutes in short-term assignments earn \$127.60 per day, and those in long-term assignments earn \$182.09 per day. Long-term substitutes who work 45 consecutive days or more in the same assignment are paid ten percent more than the regular long-term rate, yielding daily rates of \$200.30 for non-certificated substitutes and \$208.48 for certificated substitutes. Additionally – as an incentive to encourage substitutes to work more days, subs earn bonuses of \$250 for working a minimum of 25 days per semester, and \$450 for working a minimum of 45 days per semester.
- The basic daily rate of pay and other compensation for substitutes employed by **Eugene School District No. 4J** is established by the State of Oregon Department of Education under state statutes. Half-days are defined as four hours. After working ten consecutive days in the same assignment, a substitute teacher’s new daily rate of pay is determined by dividing the number of contract days in the school year into the annual rate of pay represented by the lowest step on the regular teachers’ salary schedule for holders of bachelor’s degrees or master’s degrees. This extended-service pay rate is retroactive to the first day of the assignment and continues through the duration of that assignment. Further, substitutes who worked for 50 or more days in the previous school year are eligible for an additional five-percent differential pay; those who worked 80 or more days

in the previous year are eligible for a ten-percent differential in pay.

- **The Portland Public Schools** define a half-day as three hours, forty-five minutes.

D. Credentials and Qualifications

Credentials and qualifications for substitute educators vary from state to state, and occasionally vary between districts within a state. In West Virginia, minimum credentials and qualifications are defined by State Board policy. In Oregon, licensure by the Oregon Teacher Standards and Practices Commission is a condition of employment by the Eugene School District No. 4J in Lane County, Oregon.

In Washington, minimum qualifications are set by the state of Washington and are found on the website of the Office of the Superintendent of Public Instruction. While all substitutes are required to hold certification, different types of certification are acceptable, from standard substitute certification (which includes teaching licensure) to various emergency substitute certifications (which require college degrees). Some classified staff members, such as paraprofessionals, who hold college degrees also qualify for emergency substitute certifications and are able to serve as substitutes when needed. However, not all certifications are accepted by all school districts within the state: Edmonds School District is one example of a district that does not accept emergency substitute certifications.

In other states, like Maryland, there are no statewide certification requirements for substitute educators and each school district sets their own qualification requirements.

E. Retaining Retired Teachers as Substitutes

"Several factors have long suppressed West Virginia's salary schedules for all educators, to the extent that it is presently ranked near the lowest in the nation in starting salaries for teachers. The state's economy is inextricably linked to the fortunes of the coal and natural gas industries, and 70 percent of funding for public schools, including personnel salaries, comes directly from the state budget. The state has not funded a pay increase for educators in some years. Surrounding states offer much higher starting salaries

-- as much as \$20,000 more annually -- and West Virginia-based educators who live near enough to the border take positions in those states when positions are available. Further compounding the crisis is the attraction of salaries and benefits in the private sector, which draw some educators to leave the profession. As a result, more than 700 classroom teacher positions in West Virginia are presently filled by retirees or long-term substitutes."

David Haney
Executive Director, West Virginia Education Association

"Edmonds School District presently offers retiring teachers no incentive to remain employed at substitutes, but Edmonds Education Association hopes to negotiate such an incentive into its collective bargaining agreement as a strategy to resolve the present need for substitutes."

Andi Nofziger
President, Edmonds Education Association

"Retention of retired teachers as substitutes in the Highline School District occurs organically, based on geography or on previous relationships between teachers and specific schools. The district benefits from retaining retirees as substitutes but doesn't actively recruit them."

Elizabeth Beck
UniServ Representative, Highline Education Association

Teachers who retire from **Kent School District** but continue to serve the same district as substitutes are paid an additional \$10 per full day.

In the **Montgomery County Public Schools**, the union negotiated higher pay rates for substitutes with teaching certification -- as a way to increase the incentive for retired educators to work as substitutes.

F. Benefits

"Short-term substitutes in West Virginia, regardless of degree or other credential, are ineligible to participate in the state's pension program, and prior service as a substitute is not credited to those who may become full-time, permanent teachers. However, substitutes who work for so many consecutive days in the same position as long-term substitutes can become eligible for state health insurance benefits."

David Haney
Executive Director, West Virginia Education Association

"No substitutes are eligible for district-paid health care. Those who work a minimum number of hours have access to the district's basic health plan, but most do not take advantage of the option because it requires the substitute to migrate from a health insurance exchange to the district's health plan. Substitutes are able to purchase service credit through the state retirement system after having worked; a substitute who works 90 days in a year is eligible to purchase a half-year of service credit."

*Andi Nofziger
President, Edmonds Education Association*

"Long-term substitutes are eligible for employer-paid insurance coverage, but all other substitutes have the option of participating in the district's health insurance program and paying their own premiums at the group rate."

*Elizabeth Beck
UniServ Representative, Highline Education Association*

- After serving **Kent School District** as a substitute for two consecutive years, substitutes are allowed to participate in one of the district's medical insurance programs by paying their own premiums.
- Substitutes employed by the **Highline School District No. 401**, except for long-term substitutes and non-continuing contracted employees, are not eligible for employer-paid insurance premiums but may choose to pay their own premiums, with approval from the carrier, at the group rate for the district's medical, dental, long-term disability and vision plans.
- Substitutes employed by the **Seattle Public Schools** who work more than 60 consecutive days in the same assignment are eligible for medical and dental benefits, and this eligibility extends three full months past the last day the substitute spends in that assignment. Building Designated Substitutes are also entitled to medical and dental insurance benefits and "TRI" days funded at the same rate as all other regular certificated non-supervisory contracted employees. Additionally, substitutes who worked at least 90 days in the previous year are eligible to participate on a self-paid basis in the district's medical, dental and vision plans.
- Substitute teachers employed by **Beaverton School District** receive login and password privileges for utilizing technology hardware and software, as deemed appropriate by the District, to allow them to provide the best learning opportunities for

students. Those who have worked at least sixty days in the previous year are eligible to participate in the district's group health insurance plan; this includes certain retired teachers are certain circumstances.

- Substitutes who worked a minimum of 100 regular days in the previous year for the **Eugene School District No. 4J** are eligible to participate in the district's medical insurance plan with monthly premiums paid by the district. Any substitute who worked at least 50 days in the previous school year is eligible to participate in the district's medical insurance plan but must pay their own premiums.
- Substitutes employed by the **Portland Public Schools** are eligible to participate in the district's medical insurance plan, with monthly premiums paid by the district, if they have worked the equivalent of 70 days in the previous school year. Those substitutes are also eligible to cover their spouses and/or dependent children on a fully self-paid basis.

G. Minimum Numbers of Days

"West Virginia recognizes two kinds of substitute educators. One is an 'itinerant' educator who is employed for fewer than 30 consecutive days in the same position; the other is hired for an extended period in the same position. An itinerant, or short-term, substitute is compensated from the lowest step on the professional salary schedule unless and until he or she works for more than 30 consecutive days in the same position, whereupon that substitute advances on the salary schedule."

*David Haney
Executive Director, West Virginia Education Association*

"Substitutes must work at least one day per year to remain on the substitute availability list."

*Phyllis Campano
President, Seattle Education Association*

"Casual daily substitutes qualify as long-term substitutes once they have worked 45 consecutive days, at which time they are compensated on the negotiated salary schedule."

*Andi Nofziger
President, Edmonds Education Association*

"An assignment of more than twenty consecutive days in one location is considered a long-term assignment."

*Elizabeth Beck
UniServ Representative, Highline Education Association*

Seattle Public Schools defines substitute assignments in the following ways. Assignments are given in durations of 16 days and 60 days for purposes of calculating compensation. The district does not use substitutes on a continuing basis for more than 90 days in lieu of regular certificated non-supervisory employees. Instead, the district uses leave-replacement contracts for long-term positions that are unfilled or where employees are out on leave for a period of time between 90 days and one school year.

H. Selection, Hiring, and Assignment

"Hiring practices, selection and engagement of substitutes varies by district in West Virginia. For example, the Kanawha County School District, a large district, allows its 2,300 teachers to call a substitute hotline, which automatically dials through a list of approved substitutes until one is confirmed to meet an immediate need. Other school districts allow teachers to contact approved substitutes directly, when needed, while other districts reserve that authority for the principal or another site-based administrator."

*David Haney
Executive Director, West Virginia Education Association*

"Our district hires substitutes who pass the state background check after applying and being interviewed, then places those individuals on the substitute availability list. Teachers have the option of requesting preferred substitutes through an online system."

*Phyllis Campano
President, Seattle Education Association*

"Substitutes are selected and hired through the district's Human Resources Department, following a standard application process. The district employs a full-time substitute coordinator and uses an online 'absence management service' for teachers to pre-arrange their absences and pre-request specific substitutes. If no specific substitute is requested by a teacher, the service notifies substitutes of available assignments and coordinates substitutes to meet the need."

*Andi Nofziger
President, Edmonds Education Association*

"The district's Human Resources office accepts applications online. Highline School District has

conducted outreach to parents with college degrees, encouraging them to earn emergency substitute certification and to serve as substitutes. Teachers are able to request their preferred substitutes using an electronic system called Substitute Online."

*Elizabeth Beck
UniServ Representative, Highline Education Association*

- **Seattle Public Schools** allows teachers to request substitutes by name so long as the substitute is on the available substitute roster and the district's Substitute Services dispatcher receives the request before 7 p.m. on the night before the absence.
- **Edmonds School District No. 15** attempts to assign substitutes as requested by teachers following the daily placement of substitute teachers with employment pool rights.

I. Permanent Employment

"Aspiration to become full-time, permanent educators depends solely on the individual; neither the state of West Virginia nor WVEA fund separate incentives or programming to guide substitute educators into other employment categories. However, it is a common practice for substitute educators to develop sufficient experience and skills to earn permanent, full-time employment as educators in the districts where they've served as substitutes, especially in counties that mark significant population decline."

David Haney, Executive Director, West Virginia Education Association

"We recently won a change in the hiring process that guarantees an interview for substitutes who are currently serving in the vacancy to be filled."

Phyllis Campano, President, Seattle Education Association

"Substitutes can take a one-year non-continuing contract without being offered continuing status. If retired teachers work more than 867 hours, state law requires that they pause their pension benefits until the end of the school year."

Andi Nofziger, President, Edmonds Education Association

Other Issues

"Thanks to its robust substitute membership, Edmonds EA was successful at bargaining an additional \$20 per day for substitutes who work on any of eight pre-holiday and post-holiday dates identified by the district as especially difficult to locate substitutes.

*Andi Nofziger
President, Edmonds Education Association*

"For the past two years, substitutes have had the right to regular joint labor-management meetings with Human Resources, and the meetings have become more consistent during the past year."

*Phyllis Campano
President, Seattle Education Association*

"Until recently, substitutes who were assigned to secondary schools could be re-assigned during their planning periods to cover other classes without additional compensation. In response to substitute members' requests, Highline Education Association negotiated for substitutes to be treated as teachers are treated in such instances. The result was a new letter of agreement with Highline School District guaranteeing that substitutes cannot be re-assigned during their planning periods without additional compensation. Feedback from substitutes who now benefit from the provision has been positive."

*Elizabeth Beck
UniServ Representative, Highline Education Association*

The Montgomery County Education Association operates an online Tutor Directory where parents seeking private tutoring can search for highly qualified educators. Substitute members of the Association can list themselves in the Directory along with all other Association members – a benefit for substitutes who are looking for additional opportunities.

Substitute Educator Survey Results

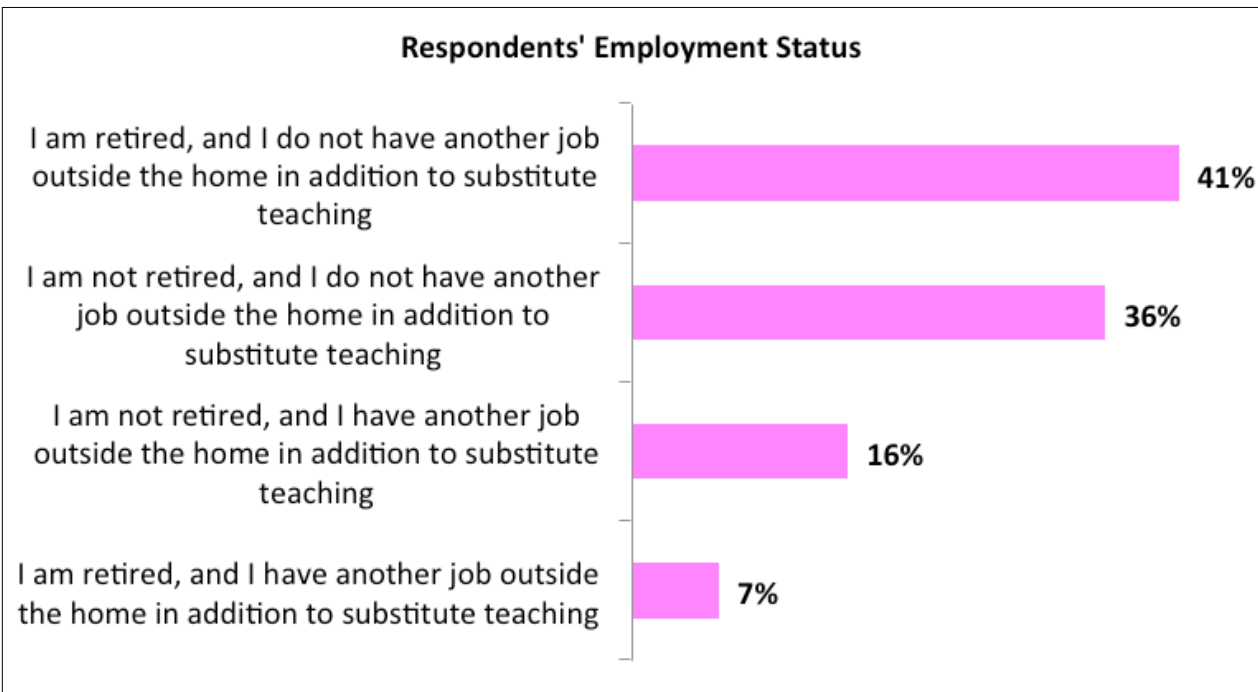
To collect data on a variety of topics pertinent to substitute educators across the nation, NEA fielded a survey in April 2017 to members who are substitute educators. A link to the survey was distributed by email, and members were able to opt-in to register their responses. 752 substitute educators, representing 36 states, participated in the survey. This represented a positive response rate of 22%.

Highlights

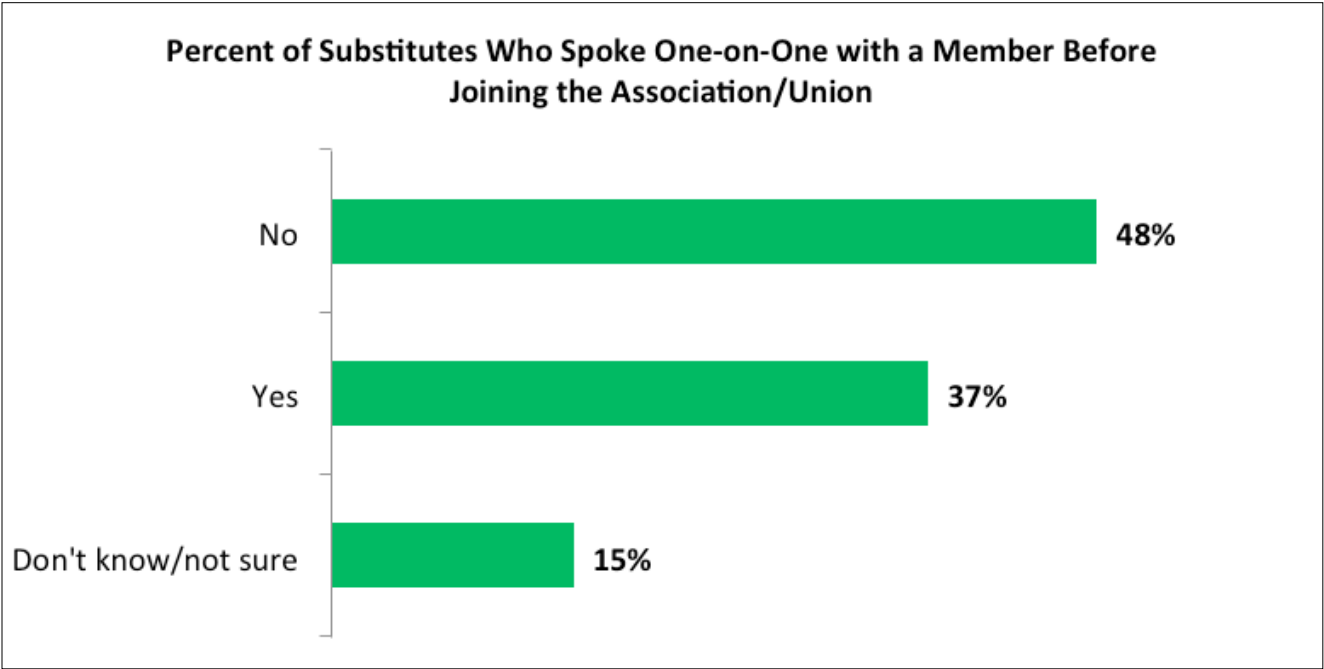
- 72 percent had previously been employed as a fulltime teacher in a public school
- 48 percent of respondents are retirees, 52 percent are not
- 50 percent had been a substitute educator in public schools for 5 years or less
- 19 percent hope to get a job as a fulltime teacher in the future
- 37 percent report having had a one-on-one conversation with someone in the Association prior to joining
- 58 percent of respondents indicated they had talked with someone from the union or association in the past two years
- 66 percent of substitutes reported being satisfied with their current position, but only 45 percent reported being satisfied with their working conditions
- 61 percent reported that the most important reason to join was for the legal benefits, protection and representation provided by the Association – by far the largest reason
- 44 percent reported that the top issue they face on the job is student behavior management

The survey responses provide NEA affiliates with valuable feedback from substitute members on who they are, what they care about, how they view the Association, and how they are willing to be involved. This information can be a useful starting point for affiliates interested in expanding their organizing of substitute educators.

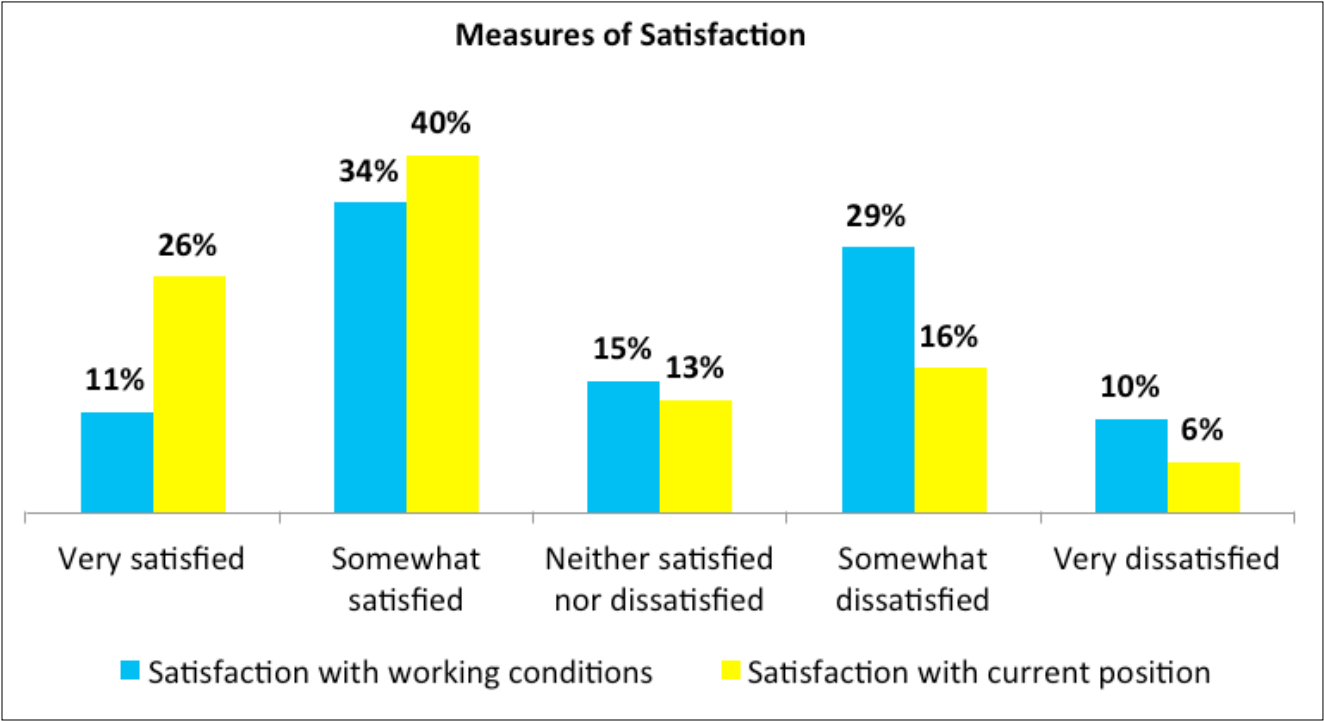
Employment Status. A majority of respondents (77%) do not have another job outside the home in addition to substitute teaching. Among this group of substitutes, 41 percent are retired and 36 percent are not.



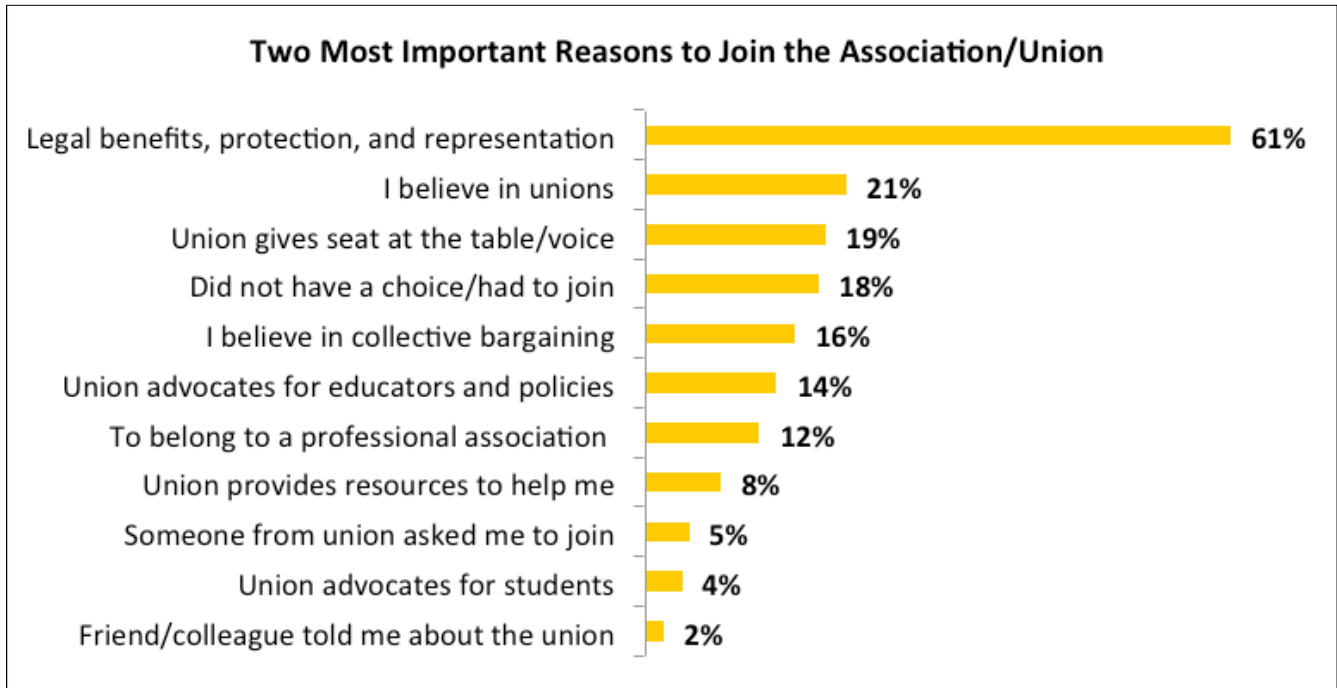
Contact Prior to Joining. Just over one-third of respondents (37%) reported having spoken one-on-one with a member before joining the education association or union.



Measures of Satisfaction. Two-thirds of substitute teacher members (66%) reported being satisfied with their current position – 26 percent were ‘very satisfied’ and 40 percent were ‘somewhat satisfied.’ In contrast, less than half of respondents’ (45%) reported being satisfied with working conditions – 11 percent were ‘very satisfied’ and 34 percent were ‘somewhat satisfied.’ Fewer respondents reported being dissatisfied – 22 percent were dissatisfied with their current position (6% ‘very dissatisfied’ and 16% ‘somewhat dissatisfied’), and 39 percent were dissatisfied with working conditions (10% ‘very dissatisfied’ and 29% ‘somewhat dissatisfied’).



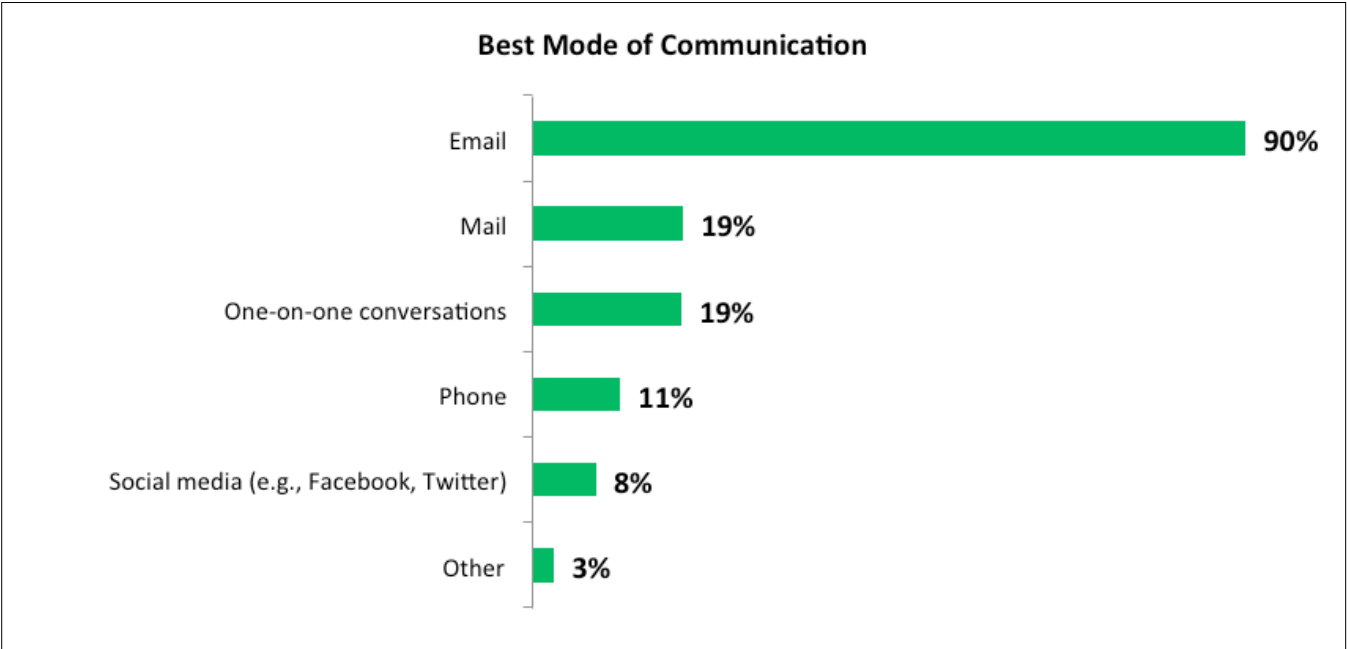
Two Most Important Reasons to Join the Association/Union. Traditional union services and values were the most commonly cited reasons for joining the education association or union; advocacy reasons were less commonly cited. Specifically, ‘legal benefits, protection, and representation’ was most commonly cited (61%) as one of the two most important reasons to join the association/union, followed by ‘I believe in unions’ (21%), ‘the union or education association gives educators a seat at the table and a voice’ (19%), ‘did not have a choice/had to join’ (18%), ‘I believe in collective bargaining’ (16%), ‘the union or education association advocates for educators and policies I agree with’ (14%), and ‘to belong to a professional association for educators’ (12%).



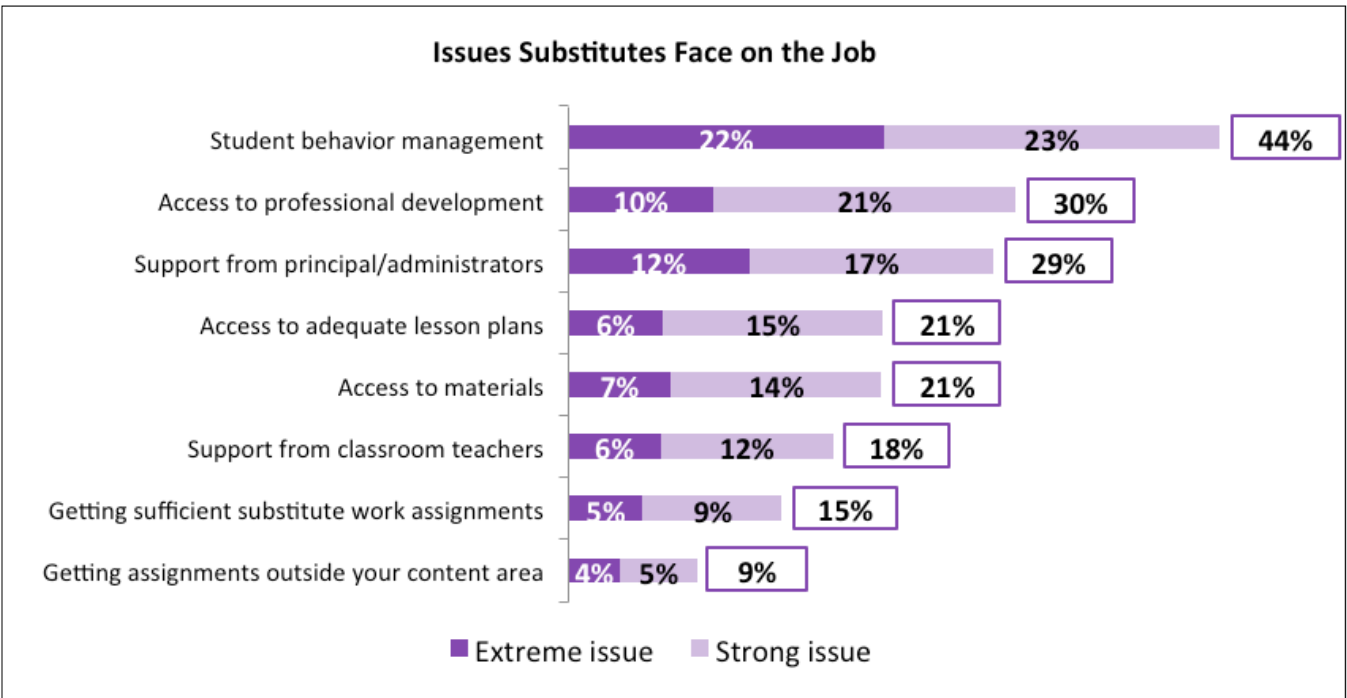
Role of the Association/Union. Ninety-two percent of respondents rated ‘representing substitute teachers if they have a work-related problem’ as ‘extremely’ or ‘very important’, followed closely by ‘providing a voice for substitute teachers’ interests’ (88%), and ‘working for salary increases’ (86%).

Percent of Substitute Teacher Respondents who Rated each Area that the Union Could Play a Role as ‘Extremely or Very Important’	Extremely/ Very Important
Representing substitute teachers if they have a work-related problem	92%
Providing a voice for substitute teachers’ interests	88%
Working for salary increases	86%
Working to increase respect and support for educators among the general public	83%
Sharing information with substitute teachers about changes in local, state and federal policies that affect them	82%
Advocating to ensure educators have a bigger role in deciding policies that affect classrooms	81%
Working for benefits like health care	79%
Working to reduce the focus on standardized testing	75%
Providing professional development and support to substitute teachers to help them improve as educators	67%
Mobilizing substitute teachers to participate in political campaigns to elect people who will support policies that help students and schools	51%

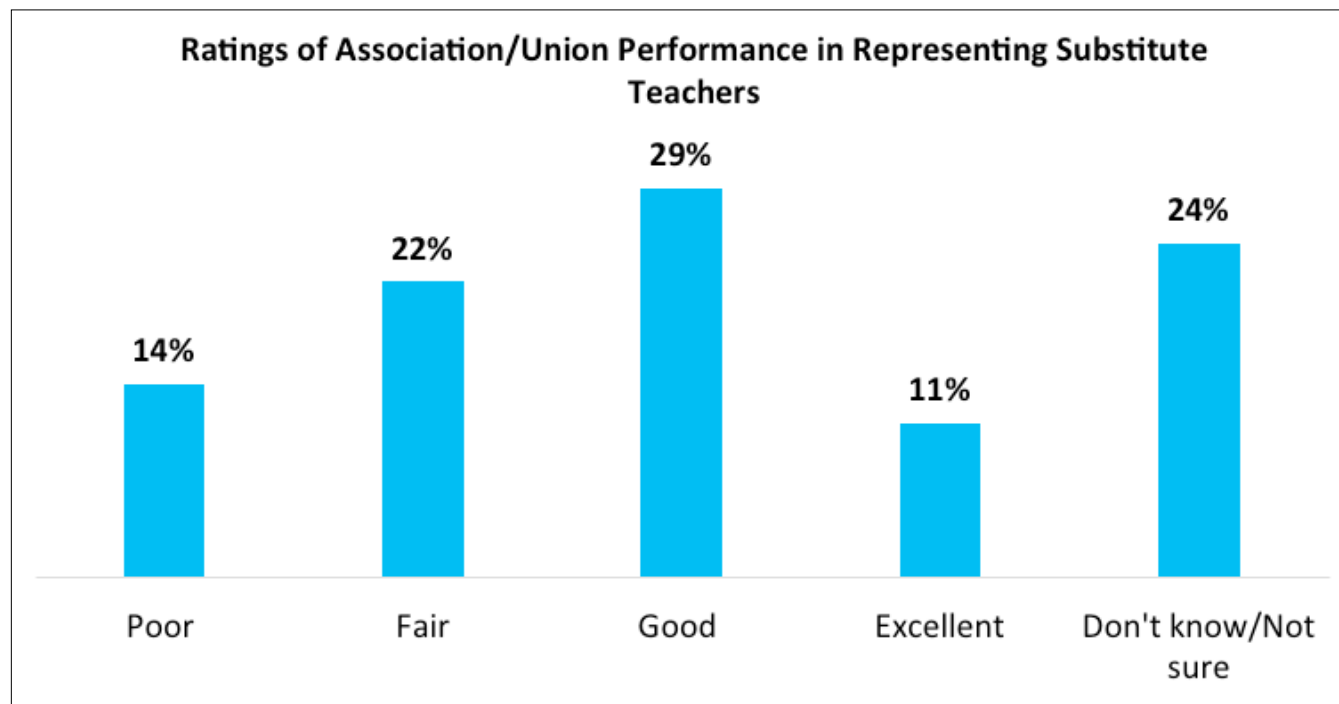
Best Mode of Communication. Ninety percent of respondents cited email as the best way for the education association or union to communicate with them, followed by mail and one-on-one conversations (both 19%).



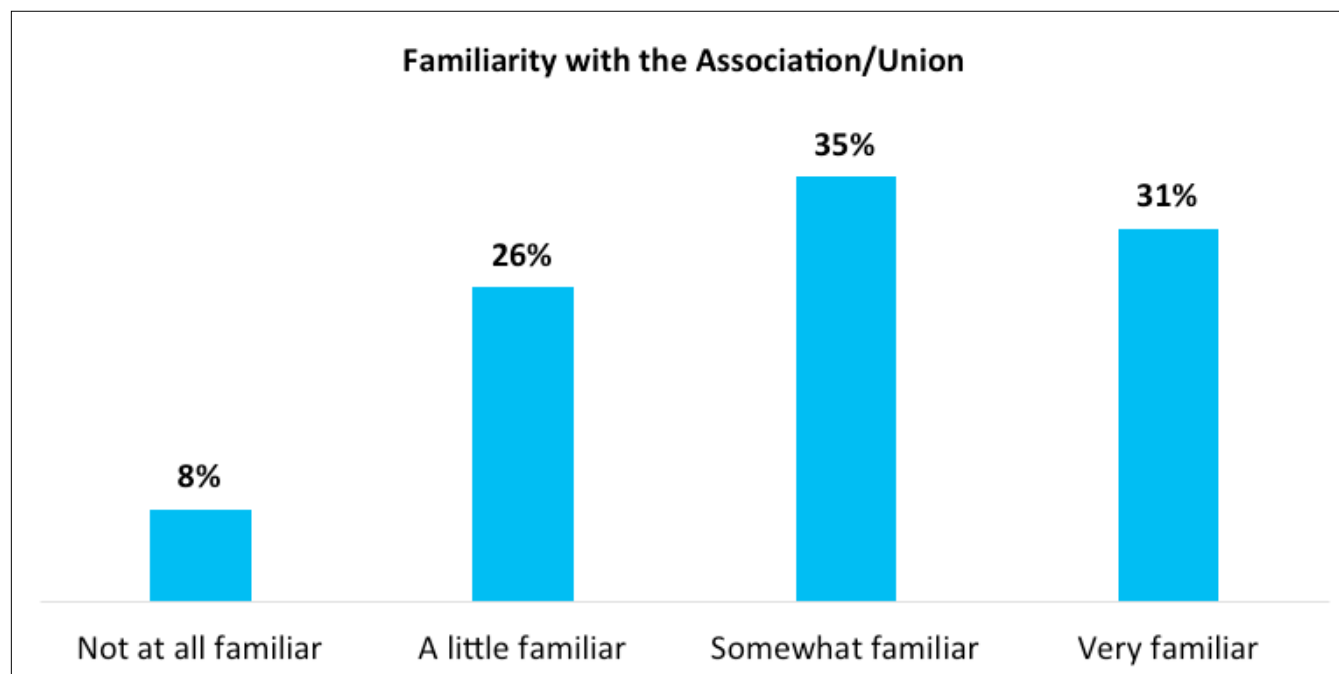
Job-Related Issues. Nearly half of substitute teacher respondents (44%) rated student behavior management as a strong/extreme issue they face on the job. Access to professional development and support from principal/administrators were also rated as strong/extreme issues by nearly one-third of respondents (30% and 29%, respectively).



Association/Union Performance. Fewer than half of respondents (40%) rate the education association or union's performance in representing substitute teachers as 'good' or 'excellent.' A slightly lower percentage (36%) rate their performance as 'poor' or 'fair.' Nearly one-quarter of respondents (24%) are unsure about the union's performance.



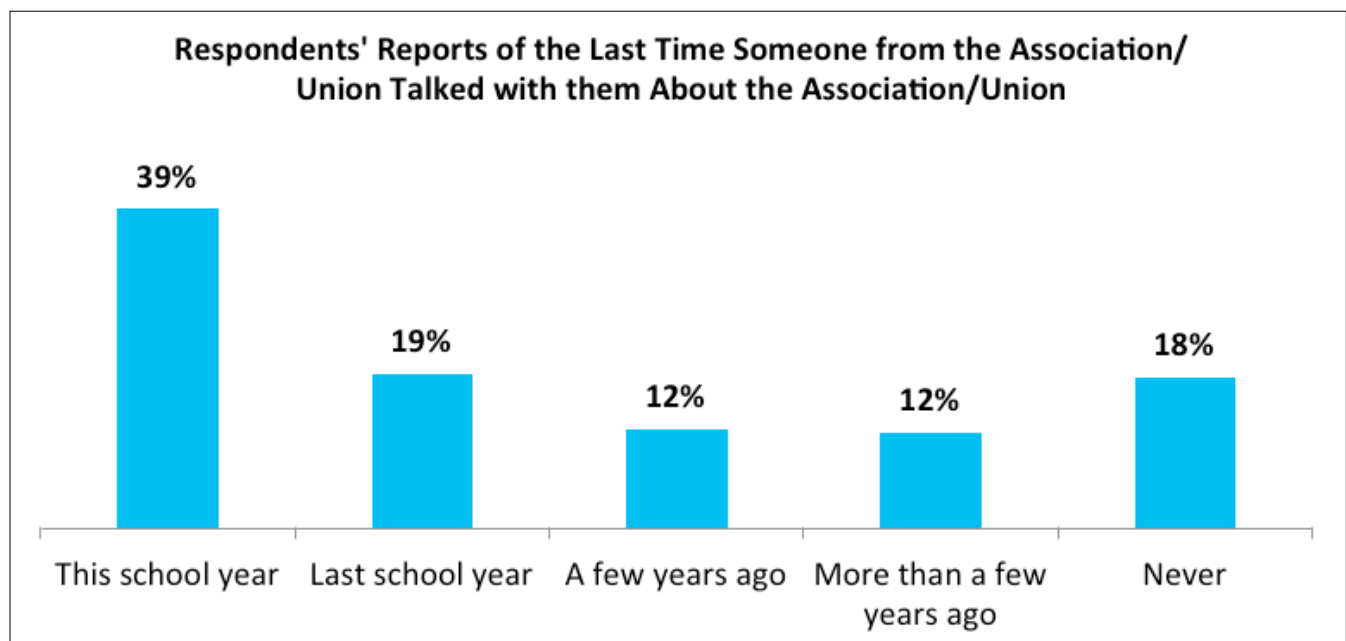
Familiarity with the Association/Union. Two-thirds of substitute teacher respondents (66%) are 'somewhat familiar' or 'very familiar' with their education association or union. Only eight percent are 'not at all familiar' with their association or union.



Interest in Advocacy Activities. Over three-quarters of respondents (77%) would be willing to ‘sign an online letter to a state legislator’ in order to advocate for their own interests or students’ interests, and slightly fewer (73%) would ‘sign an online petition to advocate for a policy.’ Just over half of substitute teacher respondents would attend a union or education association meeting to discuss actions and activities in their local school district or on statewide education issues (57% and 51%, respectively).

Percent of Substitute Teacher Respondents Who Would be ‘Extremely’ or ‘Somewhat’ Likely to Get Involved in Each Advocacy Activity	Extremely/ Somewhat Likely
Sign an online letter to a state legislator	77%
Sign an online petition to advocate for a policy	73%
Attend a union or education association meeting to discuss actions and activities in your local school district	57%
Attend a union or education association meeting to discuss actions and activities on statewide education issues	51%
Reach out to community or civil rights groups to advance change	38%
Advocate for policies at your local school board	37%
Reach out to parents to advance change in your school or district	36%
Testify before the state legislature	29%
Organize others in your school to advocate for policy changes in your school or district	28%

Last Talk with Someone from the Association/Union. Thirty-nine percent of respondents said someone from the education association or union talked with them about the union ‘this school year’, compared with 19 percent ‘last school year,’ and 18 percent who report ‘never’ having been talked with.



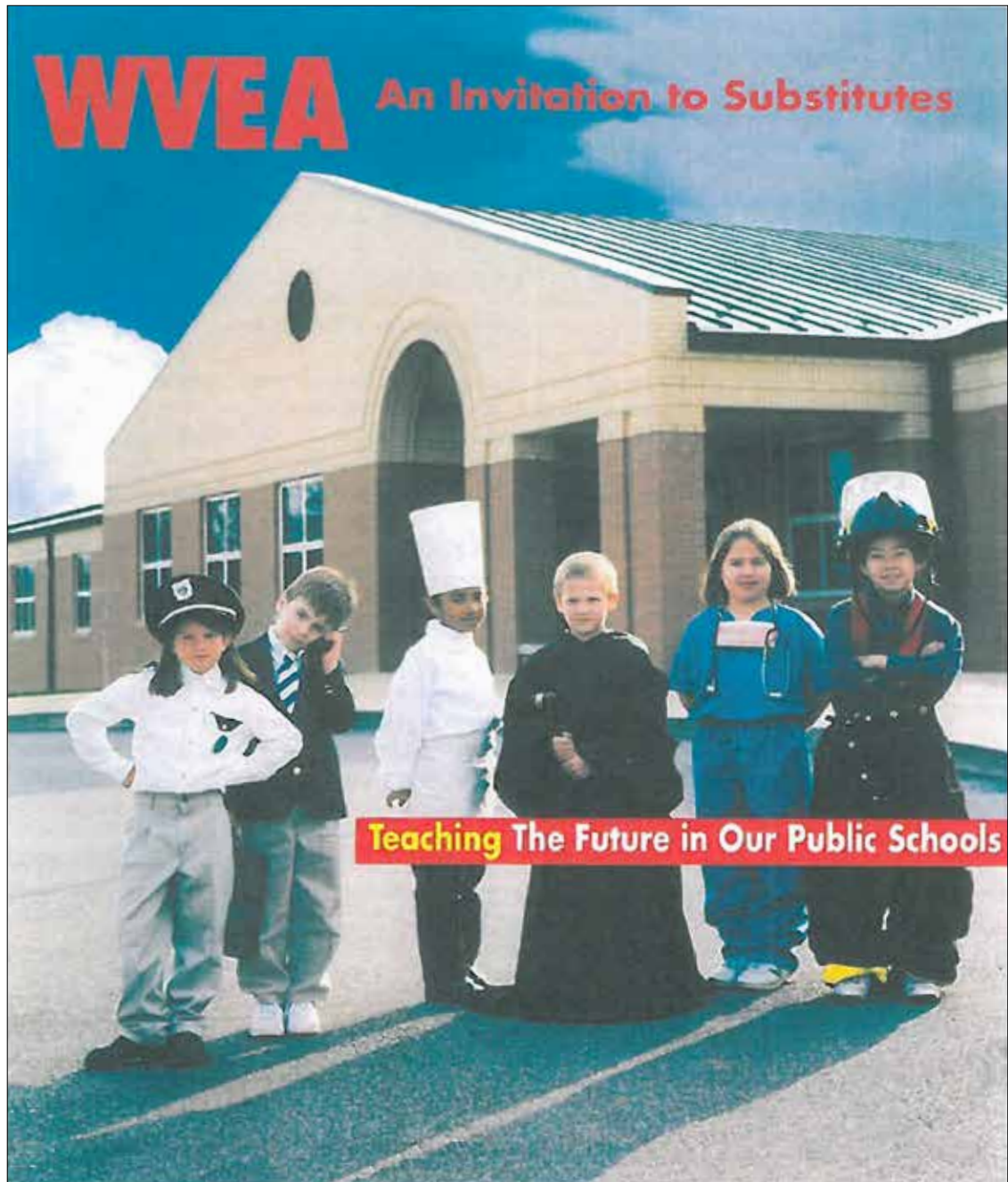
Descriptions of the Union. Overall, substitute teacher respondents view their education association or union positively. Nearly three-quarters of respondents (74%) reported that ‘dedicated to improving salaries and health benefits’ describes the education association or union in their school(s) or district(s) ‘well’ or ‘very well.’ In addition, seventy percent see their association/union as ‘an effective advocate for the interests of educators in the state legislature,’ sixty-five percent say their association/union ‘works to get educators the respect they deserve,’ and sixty-one percent say their association/union ‘protects good educators from being unfairly disciplined or dismissed.’

Percent of Substitute Teacher Respondents Reporting that Each Phrase Describes the Association/Union in their School(s) or District(s) ‘Well’ or ‘Very Well’	Well/Very Well
Dedicated to improving salaries and health benefits	74%
An effective advocate for the interests of educators in the state legislature	70%
Works to get educators the respect they deserve	65%
Protects good educators from being unfairly disciplined or dismissed	61%
Protects the jobs of more experienced educators over the jobs of newer staff	35%
Protects bad educators from being fired	24%
Does not understand the needs of the next generation of educators	21%
Puts the needs of members above the interests of students	20%
An obstacle to meaningful change	19%
Old and outdated	14%

Sample Materials

West Virginia Education Association

An Invitation to Substitutes (page 1)



West Virginia Education Association

An Invitation to Substitutes (page 2)

SUBSTITUTES: *A valuable part of the education family*

The WVEA knows how important the services of substitutes are. When school employees are ill, dealing with a family crisis, attending a professional meeting or absent for any reason, they can enjoy peace of mind knowing that because of substitutes like you, services to students go uninterrupted.

Substitutes are an important part of a total team effort that goes into providing a high quality education to the students in our public schools. And even though you are not working full-time, your voice needs to be heard. Association membership – local, state and national – represents a chance to do more collectively to improve our public education system and our profession than we could ever do alone.

When you join the West Virginia Education Association you also join the National Education Association. WVEA represents over 17,000 public school and higher education employees and is the statewide leader in education reform efforts, professional development opportunities and other endeavors that advance the cause of public education and public school employees. NEA has 2.4 million members and is the largest organization in the world dedicated to public education and education employees.

As a substitute, you are a vital part of the education family. We invite you to become a member of the WVEA and join *our* family.

Areas of Interest to Substitutes

- State Board Policy 5202 .. certification and licensure of professional personnel
- WV Code 18A-2-3 employment of substitute teachers
- WV Code 18A-4-7 substitute teacher pay
- WV Code 18A-4-7a employment, transfer, and seniority of professional personnel
- WV Code 18A-4-8b seniority rights for school service personnel
- WV Code 18A-4-8e competency testing for service personnel
- WV Code 18A-4-15 employment of service personnel substitutes

For assistance with these topics and other employment concerns contact your local UniServ Consultant or contact WVEA Headquarters at 1-800-642-8261.

For Additional Information
Contact:

WVEA
WEST VIRGINIA
EDUCATION ASSOCIATION

AN NEA AFFILIATE

1558 Quarrier St.
Charleston, WV 25311

304/346-5315 • 1-800-642-8261

check us out on the web:
www.wvea.org

West Virginia Education Association

An Invitation to Substitutes (page 3)

WVEA:

Why You Should Join the Association

It enhances your professionalism.

- Members have access at the local, state and national levels to professional development.
- Members have access to leadership and advocacy training.
- Members are connected to their colleagues through local activities, state and national conferences, online resources, publications and countless other sources.

It helps you advocate for students and public education.

- We're involved in local committees dealing with issues from textbooks to transportation, as well as, professional standards boards and education reform panels at the state and national levels.
- We work locally to enhance employee quality, working conditions and to address instructional issues.
- We lobby the state legislature and Congress for quality education for all children.

It advocates for you in protecting your legal rights.

- NEA membership protects you with a \$1 million liability insurance policy.
- We work at the local and state levels to enhance salary, retirement, health care benefits and working conditions.
- The Association works to protect education employees from being treated unfairly or arbitrarily in employment problems.
- We have a full-time staff attorney, 11 UniServ Consultants and a referral network of attorneys throughout the state ready to assist in employment concerns.

It gives you a voice.

- Together, we can do more than we can individually.
- Lobby to send a united message in advocating for the needs of public school students and staff.
- As an active member, you can influence the organization, the profession and the people who make education decisions.

Join us today! Simply complete the membership form on the back page and mail it in or call 1-800-642-8261, extension 131 to join. If you need further information, contact your local association representative or call the WVEA at 1-800-642-8261.

Montgomery County (MD) Education Association

Welcome Letter to Substitutes



12 Taft Court, Rockville, Maryland 20850 | 301.294.6232 ph | 301.309.9563 fax | www.mcea.nea.org

Improving the Quality of Teaching and Learning. It's Union Work!

June 19, 2017

Dear MCPS Substitute:

RE: Your Professional Organization

MCEA WANTS YOU!

We know that substitutes work along side the more than 10,000 classroom teachers in MCPS and that you provide a vital service to them when they are ill, have family emergencies or are otherwise called away from the classroom.

MCEA, the recognized representative of the salaried staff in MCPS is also your representative. In fact, substitute teachers in MCPS are the only substitute teachers in Maryland with the right to union representation. We are proud to have substitute teachers as part of our organization.

Joining the professional organization of educators in Montgomery County is not only a step up in professionalism. It provides you with important protections. As a member of MCEA, you are covered by NEA \$3,000,000 professional liability insurance plan, and you are also eligible for the MSEA attorney program that can provide free expert legal representation if you are accused of misconduct by the school system.

As a member you are entitled to run for Association office and may represent all the members of MCEA at national and state conventions. You will be eligible for the wide variety of insurance programs offered through the National Education Association and be invited to participate in the excellent training programs offered by the Maryland State Education Association. You will also be eligible for a wide range of consumer discounts available to members through MCEA, MSEA and NEA.

As professional educators we draw strength from each other and support each other as we strive to provide an excellent education to the children we work with. I invite you to become a part of MCEA, MSEA and NEA.

To join, simply fill out the attached membership form and return it to MCEA along with your check for \$181.24. If you have any questions, please contact Jackie Thompson (jthompson@mcea.nea.org), our Membership Coordinator.

Sincerely,

Doug Prouty
MCEA President

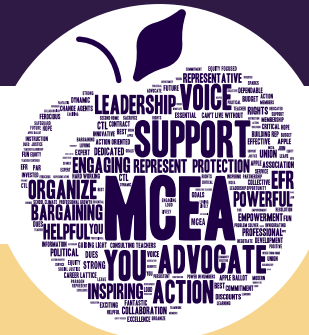
Attachment

Montgomery County (MD) Education Association

Comparison Chart: Member vs. Fee Payer Benefits Comparison

SUBSTITUTE AND IIS TEACHERS COMPARISON CHART

MEMBER VS. FEE PAYER BENEFITS COMPARISON



	MEMBERS	NON-MEMBER FEE PAYERS
Benefits found in the collective bargaining agreement	✓	✓
Representation on matters pertaining to the collective bargaining agreement	✓	✓
Participation in pre-bargaining surveys to identify bargaining priorities	✓	
Right to vote on proposed contract settlements	✓	
Representation and assistance on non-contractual work-related issues	✓	
Belonging to the largest organization of professional educators in the nation	✓	
Working with other educators to advocate for our students, our schools, and our profession	✓	
Free, \$1 million NEA Educators Professional Liability Insurance Coverage	✓	
Eligible to serve on the Substitute and IIS Collaboration Committees to which MCEA makes appointments	✓	
Right to vote in the election of educators who will lead MCEA	✓	
Right to run as a delegate to the decision-making Rep Assemblies of MCEA, MSEA & NEA—where policy is set	✓	
Group Discount Programs (movie & amusement park tickets, GEICO auto insurance, etc.)	✓	
Access to MSEA and NEA resources, trainings & benefit programs	✓	



Montgomery County Education Association
12 Taft Court Rockville MD 20850 • www.mceanea.org



Substitute Teacher News

April 2013

A Note from Your MCEA Substitute Representatives

Greetings Fellow Substitute Teachers,

Welcome to the first MCEA newsletter specifically designed to enhance MCEA's communication with the substitute teachers it represents in collective bargaining and for whom it advocates, as it does for all unit members, in the halls of government. Its purpose is to make substitutes aware of issues of particular interest to them, and of the many benefits and privileges of association membership which are available to them on the same basis as they are made available to other association members.

We have been elected by our substitute teacher members to represent your interests in the MCEA Representative Assembly. All of us are on Outlook and would welcome any questions/input from you, the people we represent.

If you are not already an MCEA member, we encourage you to join.

Sincerely,

Jane Stern, Joan Donovan, Betty Smith, Jim Politis, Randy Changuris, and Paul Hassler

News and Information

New Requirements for Maintaining Active Status

MCPS has issued new requirements including a minimum of 5 work days per semester (full or half day) in order to remain on the active substitute teacher list. In addition, substitutes who cancel three or more assignments the morning of the assignment will also be removed from active status. A memo was sent to all active substitute teachers in January. Type the following link into your Internet browser to read the memo: www.mceanea.org/pdf/2012SubMemo.pdf.

New MCEA Dues Installment Plan

Your annual MCEA membership can now be paid in four monthly installments. Return the enclosed *Substitute Teacher Membership Form* to MCEA (12 Taft Court, Rockville MD 20850) along with your check. Contact Jackie Thompson at JThompson@mceanea.org for details if you wish to pay on an installment plan.

Montgomery County (MD) Education Association

Substitute Teachers Newsletter (page 2)

Highest Substitute Salaries in the Region

Ever wonder about whether having a union bargaining for substitute teachers makes a difference? MCEA is the only teachers union in the area that negotiates on behalf of substitutes – and MCPS substitutes have the highest pay rates in the region! Take a look:

SUBSTITUTE TEACHER PAY RATES - MARCH 2013

School District	Daily Rates	Long-term Rates
District of Columbia	\$120	\$120
Fairfax County	\$102	\$102
Frederick County	\$87	\$111
Howard County	\$85	\$113
Montgomery County	\$120 - \$125	\$169 - \$196
Prince Georges County	\$100 - \$150	\$120 - \$175

NOTE: Rates vary based on length of assignment, certification status, and/or whether the substitute is a retired teacher from that school district. All rates represent a minimum qualification of a Bachelor's degree, even though some districts allow employment of substitute teachers with less than a Bachelor's degree.

The more substitute teachers join - and get involved in - the union, the stronger our voice will be. If you are not already a member – join today!

Resources

New MCEA Substitute ID Badges

Have you received your MCEA Substitute ID badge? MCEA is now producing special ID badges just for our substitute teacher members. An ID badge helps others identify you as an MCPS substitute – and an MCEA member. School staff looking for subs will know that you are available. If you are an MCEA member and would like an MCEA Substitute ID badge, send an electronic photo of yourself (head shots only, please) to Paulette Jackson (pjackson@mceane.org) to order your ID badge and lanyard. Here's a sample of what the new MCEA Substitute Teacher ID badges look like:



Montgomery County (MD) Education Association

Substitute Teachers Newsletter (page 3)

Online Resources for MCEA Substitute Teachers

MCEA is developing a new section on our website just for substitute teachers. Let us know what resources and information you would find most useful. Email Jessica Bowser here at (jbowser@mceanea.org) .

One feature under consideration is the creation of an MCEA online substitute directory where substitutes can advertise their services. Profiles would include contact information, a brief bio/resume, your preferences for grade level, subject area and geographic area, along with your availability. Let us know if you think this is worthwhile. Email us Jessica Bowser here at (jbowser@mceanea.org) .

MCEA Member Benefits

Professional Liability Insurance Protection for Substitute Teachers

Ever wonder what would happen if you are accused of wrong-doing by a student? As a member of MCEA, you are covered by NEA's *Educator Employment Liability* insurance plan; designed to protect members from personal financial liability for most incidents arising out of their educational employment activities or duties. The plan pays legal costs of defending civil proceedings brought against you in the course of performing your job, provides up to \$1 million in liability protection, and also reimburses for attorney fees (up to \$35,000) if you are charged with violating a criminal statute in what otherwise would be within the course and scope of your job, and you are exonerated of all charges.

If you are not a member of MCEA, you are not covered by this Professional Liability Insurance.

Consumer Discounts and More

MCEA membership has other benefits as well. Go to the NEA Member Benefits website, at www.neamb.com to see the range of financial, insurance, and consumer discounts available to you as an MCEA member.

Events

MCEA Substitute Member Spring Reception

Be our guest at MCEA's *Spring Substitute Teacher Reception* in May as we celebrate the closing of another successful school year. More details to follow, but hold Wednesday, May 29th on your calendar!

Tips and Tricks

Just finished the lesson plan and there's still time on the clock? Try this math game.

20 Questions

Directions: Write a number on a piece of paper and fold the paper so students cannot see it. For younger children, choose a small number. For older children, choose a larger number.

Call on students to ask "Yes or No" questions that will help them identify the number on the paper. Only 20 questions may be asked before the number is revealed.

Students can ask questions such as,

"Is it a 3-digit number?"

"Is it an odd number?"

"Is there a 6 in the thousands place?"

To make the game more challenging for older children, choose decimals, fractions or a number in the millions. Encourage students to ask more challenging questions such as,

"Is it equally divisible by 5?"

"Is there an odd number in the ten thousandths place?"

"Is the denominator even?"

As students get better at the game, the questions will become more thoughtful and direct. Consider choosing a student to "play teacher" by leading the game.



Visit us at www.mceanea.org



Follow us on Twitter: [@mceanea](https://twitter.com/mceanea)



Like us on Facebook: [/montgomeryteachers](https://www.facebook.com/montgomeryteachers)

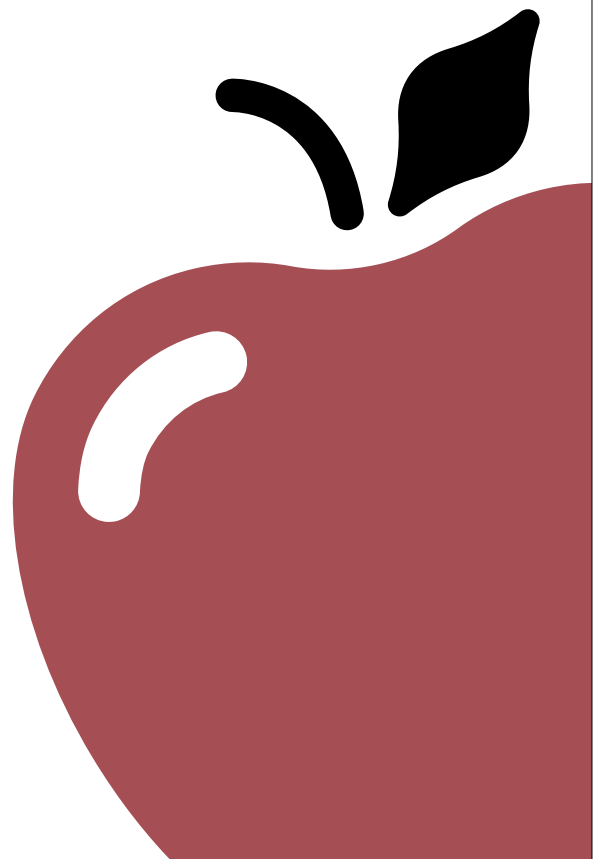


Blog: <http://mceaschoolnotes.blogspot.com/>

Comment on our

MCEA

Member Benefits





MCEA Member Benefits

- 🍏 \$1 million dollar Educators Professional Liability Insurance Coverage – free coverage for members
- 🍏 Free Life Insurance – “NEA Dues-Tab” Policy: up to \$150,000 in no-cost life insurance coverage. Be sure to fill out a beneficiary form
- 🍏 Long-Term Disability Insurance – MCEA custom plans specially designed to align with Sick Leave Bank benefits through American Fidelity Assurance Company
- 🍏 Discount Movie Tickets – good at AMC and Regal Theaters. Can be purchased at the MCEA Conference Center
- 🍏 Discount Amusement Park Tickets – for Kings Dominion, Hershey Park, and Six Flags (seasonal). Can be purchased at the MCEA Conference Center
- 🍏 Tradewinds: MCEA's Classified Ad Service – free listings for MCEA members. Go to www.interact.mceanea.org
- 🍏 United Buying Service – auto buying discounts
- 🍏 Auto Insurance Discount – group discount program with GEICO; free estimates
- 🍏 Tutor Directory – MCEA's web-based tutor directory connects MCEA members looking for tutoring work, with parents and families looking for help from experienced and certified teacher tutors. To submit listings and view postings, go to www.mceanea.org.
- 🍏 MSEA Attorney Referral Program – free initial consultations and discounted fees for civil legal matters (real estate, wills, family law, etc.)

NEA Member Benefit Programs

www.neamb.com or 1-800-637-4636

- 🍏 Credit Card Program – administered by Bank of America with no annual fee
- 🍏 Term Life Insurance – Purchase up to \$250,000 coverage for you and your dependents
- 🍏 Home Financing Program – Offering free mortgage counseling by toll-free telephone through Wells Fargo
- 🍏 Financial Services – NEA Mutual Funds, Money Market Funds, and Homeowners Insurance
- 🍏 National Board Certification Loans – a low cost line of credit designed to cover assessment fees for NBPTS certification
- 🍏 Magazine Service – guaranteed lowest subscription rates
- 🍏 NEA Click & Save Discount Program – discounts on brand name merchandise from hundreds of top retailers, online stores, and local merchants.

Professional Publications

- 🍏 NEA Today
- 🍏 MSEA ActionLine
- 🍏 MCEA News

Montgomery County (MD) Education Association

Member Benefits for Substitute Teacher Members (page 3)



www.marylandeducators.org

For education news, trainings, events, online communities, and much more from MSEA—your professional association

Great Public Schools
for **EVERY** Child

Legal Services

MSEA/NEA Benefits Package

As part of your dues payment, you receive \$1,000,000 liability insurance coverage. Important provisions are noted below. The following is intended as an overview only. For a more extensive explanation of legal benefits, call MSEA's Center for Legal Affairs, 800/448-6782.

This is an important member benefit and one that translates very literally to the idea of membership as job insurance.

Liability insurance

For covered members this pays all damages up to the cap of the insurance plan, which the insured shall become legally obligated to pay as a result of any covered claim arising out of an occurrence or event in the course of the insured's educational employment activities.

- **Defense of criminal charges** Pays reasonable and necessary costs and attorney's fees up to \$35,000 in defending against covered criminal charges arising out of a member's educational employment activities, provided the member is exonerated or the charges are dismissed or withdrawn. In addition to the insurance policy, MSEA pays up to \$15,000 for reasonable attorney fees for cases when the member uses the attorney provided through MSEA Chief Counsel.

An exception to the general rule stated above is criminal charges arising out of the use of corporal punishment. In such cases all reasonable attorney fees (again up to \$35,000) are paid regardless of the outcome of the case, if covered, and regardless of whether the member uses an MSEA or private attorney.

- **Defense of civil rights issues** Pays up to \$300,000 per occurrence for legal fees and damages, which the insured shall become legally obligated to pay as a result of a claim based upon an alleged violation of protected civil rights.
- **Bail bond** Pays up to \$1,000 per bond required of the uninsured arising out of the insured's educational employment.

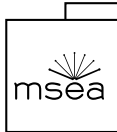
As part of your dues payment, you receive \$1,000,000 liability insurance coverage. Important provisions are noted below. The following is intended as an overview only. For a more extensive explanation of legal benefits, call MSEA's Center for Legal Affairs, 800/448-6782.

helpdesk@mceanea.org

mceanea.org

Montgomery County (MD) Education Association

Member Benefits for Substitute Teacher Members (page 4)



www.marylandeducators.org

For education news, trainings, events, online communities, and much more from MSEA—your professional association

Great Public Schools
for **EVERY** Child

This is an important member benefit and one that translates very literally to the idea of membership as job insurance.

- **Assault related personal property damage**
Pays up to \$500 in excess of the coverage provided by homeowner or similar insurance for damages or destruction of the insured's personal property (other than a vehicle) caused by an assault upon the insured on or surrounding school property, or while away on authorized school activity.
- **Defense of charges resulting from participation in a peer review system** **Defends any claim made or criminal proceeding brought against an insured by another employee or former employee of an educational unit if the claim or criminal proceeding arises out of an occurrence in the course of participation in a peer review system.**

Additional Legal Services—Personal

MSEA membership provides members with most job-related legal services free of charge. For non-job-related personal problems, the MSEA/NEA Attorney Referral Program provides members limited consultations at no cost and discounts on attorney fees for covered areas. The Attorney Referral Program is available to all active, life or retired MSEA/NEA members, spouses and dependent children.

Members are entitled to two 30-minute consultation sessions per year, unrelated to their employment. If the member uses the services of a participating attorney, the attorney's regular fees will be discounted 30 percent if the problem falls into one of the five following core areas: real estate, wills and estates, domestic relations, consumer protection, or traffic violations.

Visit www.marylandeducators.org for a statewide list of attorneys participating in the MSEA Attorney Referral Program.

Edmonds (WA) Substitute Teachers Association

Benefits for members of ESTA

Benefits for members of Edmonds Substitute Teacher Association (ESTA)

At the local level (ESTA/EEA)

Advocacy with building blocks and warning letters, beyond basic contract issues. This looks like a union representative attending any meetings with administration at a building or district level with you, rather than attending by yourself.

Contract bargained with your voice heard. Each time we bargain the contract, the substitutes' contract is bargained into the larger contract for certificated employees. We have the ability to voice our opinions about what we want out of the bargaining sessions to the bargaining team, which then affects the outcome of our contract.

Free and reduced cost professional development. Throughout the year, Edmonds Education Association, of which ESTA is a part, offers professional development for either no cost or reduced cost to its members. These are posted on the website in the calendar and through emails and the Viewpoint from Andi Nofziger.

At the state level (WEA)

Legal support. As a member, you are eligible to two, free 30-minute consultation sessions with any Association-affiliated attorney during the membership year (from September 1 to August 31). In addition, there is a long list of lawyers that offer reduced fees for WEA members.

Educator Employment Liability insurance. Through NEA you have access to professional liability insurance through the EEL program, which is administered through WEA in the state of Washington. The program is completely dues-funded; you pay no separate fee. EEL is designed to protect you from personal financial liability for most incidents arising out of your educational employment activities or duties.

Professional development. WEA offers professional development throughout the year to its members. Members of ESTA are able to sign up for these classes, though we do have to pay the costs associated with the classes, if there is one.

Access to certification specialists. For those who are wanting to add to their teaching licenses, the state has specialists that help understand the ways to acquire new licenses, as well as how to maintain your current certifications. This is especially important for teachers who have expiration dates on their certificates.

At the national level (NEA)

Access to NEA Member Benefits. NEA harnesses the power of collective bargaining when going to retailers across the country. This means that they can offer a myriad of discounts to teachers, including discounts on major providers of goods through NEA Click and Save, complementary life insurance (see form in the folder), and many other discounted services and items.

Important Contract Provisions

Rates of pay

Substitutes are paid at four different pay rates (regular daily, intermediate daily, 120-day, and long-term), depending upon the number of assignments/days they have with the district. In this count, a half day assignment and a full day assignment count equally toward the total number of “days” for movement on the substitute pay schedule, while multi-day assignments count for how many ever days the substitute is in the room (i.e., a three day assignment is equal to three days toward the next pay rate, not one assignment).

The pay rates are updated every year through the district, taking into consideration midpoint (a calculation based upon the pay rates of surrounding districts that changes substitute pay at the start of each school year) and cost of living adjustments (COLA).

Regular daily substitutes have worked less than 30 assignments in the current school year. Intermediate daily substitutes have worked more than 30 days in the current school year or were at the intermediate daily rate at the end of the previous year and did not work more than 120 days in the previous year. 120-day substitutes worked 120 assignments or more in the previous school year. Long-term substitutes are substitutes who have been in the same position for 45 days or more, taking no more than four days off in a sixty day period with that job.

Long-term substitutes are put onto the state certificated pay schedule (not the district pay schedule that includes TRI pay) based upon their years of experience and education. If there is an increase in the pay when the jump is made to the state certificated pay schedule, retro pay to the first day of the 45+ day job will be issued.

If the teacher you are working for has agreed to take on a “6th period teaching assignment,” you are entitled to be paid 20% more of the daily rate for which you qualify, based upon the increased coverage. You will be able to see this if they don’t have a planning period scheduled, but they teach six classes. Office managers are aware of these individuals, and should provide you with a timesheet.

Some of the buildings in the district have adopted block schedules, which means that teachers teach longer periods but only teach half their class load in one day. You do not get paid extra for teaching all periods in a day at schools with block schedules. It is based upon the luck of the draw if you receive a planning period or not on the days you work in these buildings. You cannot request a timesheet if you don’t have a planning period in a block schedule unless you are being asked to cover an additional class. Please note that the building cannot try to make a half day job assignment (3.5 hours) stretch to cover a full day that has a planning period at the start or the end of it in the assignment.

Any time you agree to cover a class during your planning period, you are to be timesheeted, unless you are covering for a teacher who has multiple periods without classes (typically special education teachers). You cannot be required to cover a class during your planning period—it is completely voluntary.

Edmonds (WA) Substitute Teachers Association

Important Contract Provisions (page 2)

If you are called for a substitute assignment and the building then does not need you when you arrive, you have two options: work another job or take a \$20 show up fee. The other job will be in one of two categories. If the Substitute Office has an opening, your other job is that job. If there are no openings, your other job may be working for a half day at the school where you are at. The option to work at the school is not available to you if there is another job available in the district. If you choose to turn down the other job that is open, you are accepting the \$20 show up fee.

Conditions of employment

Substitutes are contracted for either a half day or a full day. Any job that is 3.5 hours or less is considered a half day job. Substitutes are expected to spend 3.5 hours at the school where they are contracted. A full day job is 7.5 hours, which includes a half hour uninterrupted, duty-free lunch.

Substitutes who work half day assignments are granted a total of 30 minutes planning time. This time is to be split equally at the start and end of the assignment. The first 15 minutes and the last 15 minutes are to be duty-free time for the substitute to read notes, prepare for class, and draft notes on how the day went for the classroom teacher.

Substitutes who work full day assignments are assigned the schedule of the teacher they are covering, with 30 minutes to prepare for the day before the start of the student day and 30 minutes at the end of the day to clean the classroom, document the day, and finish any tasks left by the teacher. This split is contractual and must stay at the 30/30 split. Substitute teachers must make every attempt to complete all that is asked of them by the classroom teacher and the administration during this time. A substitute is expected to complete all supervision duties as assigned to the classroom teacher. If at any time they feel that they are not well-suited for the job, they need to contact the front office and the Substitute Office to problem solve for solutions.

Release from assignment/Exclusion from a building

A substitute cannot be removed from an assignment that is two or more days long without prior approval from Human Resources once the assignment has begun. If this happens to you, please contact ESTA/EEA as soon as possible. If there is concern about a substitute's performance at a school, the building administration should attempt to contact the substitute on the day in question. If that is not possible, they will contact Human Resources, who will then contact the substitute in writing via US Mail. The substitute teacher will have the opportunity to meet with Human Resources to discuss the incident. Please remember to bring your ESTA/EEA representative with you to this meeting. You have the right to have an advocate with you at the time of these meetings.

Substitutes have the right to grieve decisions of the administration. If you feel you have a situation that requires grievance, please contact ESTA/EEA as soon as possible so that process may be started. Please understand that there are time limits on all sides to the process and the sooner you contact your union, the more time they have to better serve you.

Edmonds (WA) Substitute Teachers Association

Important Contract Provisions (page 3)

Substitute Travel

If you travel between buildings during the course of your assignment, you are eligible for reimbursement. This amount changes every year based on the IRS reimbursement rate. Document your mileage and submit it to the District Main Office.

Health Coverage

Substitutes who work over the equivalent of 130 hours in a given pay period (over 18.5 days) qualify for health care through the district for the next month. Substitutes must opt out of this each time they reach the qualifying mark. The 130 hour minimum also includes coverage during planning time, coaching activities, and other employment through the district. Please note that due to the scheduling of class time fluctuating from month to month, the availability of health insurance for substitutes also fluctuates month to month.

Keys for substitutes

Keys are to be made available to substitute teachers upon their arrival at a school. This provides for the safety of students and the contractual obligation of the district to provide a secure location to store personal belongings. If a building does not fulfill this obligation in a reasonable manner, please contact ESTA/EEA as soon as possible.

Individual Health Plans

It is the building's responsibility to provide proper copies of the individual health plans of students in your classes. Please read through these before students arrive to properly educate yourself about the health needs of the students in your classroom.

Edmonds (WA) Substitute Teachers Association

Helpful Practices for Substitute Teaching

Support our ESTA Members—Use Union Substitutes!

In Edmonds, our substitutes have the option to be part of our union. The Edmonds Substitute Teachers Association (ESTA) is under the umbrella of EEA, but they have their own President AJ Lambert, and they have their own Representatives. Not all substitutes are members of ESTA—just like contracted teachers they must sign a membership form and pay dues. (ESTA dues are structured differently than EEA dues—ESTA members pay \$2.91/day for up to 90 days.) Membership in EEA/ESTA provides substitutes with liability insurance and access to WEA Legal, access to EEA and WEA sponsored seminars and professional development, access to all NEA Member Benefits, input into bargaining issues, voting rights in all EEA/ESTA elections, the ability to be a delegate at WEA-RA and/or NEA-RA, and representation if necessary.

EEA encourages our members to use “union” subs. We currently have about 150 dues-paying ESTA members who support the work and mission of EEA/WEA/NEA, so please support them by requesting an ESTA substitute when you need to be out of your classroom. If you have a favorite substitute who is not an ESTA member, please encourage him or her to join. Substitutes can contact Andi Nofziger at anofziger@washingtonea.org for a membership form and details on all the benefits of membership.

You can find a list of ESTA members on our EEA Website:
https://www.edmondsea.org/groups/esta/members/sub_catagories.php

Thanks for supporting our ESTA members by using them whenever possible!

What to do if you get a letter from Human Resources

You can get two different types of letters from Human Resources pertaining to your ability to work in a building.

The first is a warning letter. This letter, while concerning, doesn't mean you cannot work in that building. It means that there was a situation during your visit at that school that caused some sort of concern. This is a preliminary step that can be used by the recipient to reflect and improve upon the art of teaching. Tina keeps track of these letters, and if they start accumulating they may lead to a block from certain buildings or termination from employment in the district.

The second is a building block letter. These are definitely unnerving to receive, but please know there is hope to have it removed and it is not unheard of to receive these letters. A letter of this type means that something happened while you were in the building that warranted the teacher or other staff member to request you not return to the building and the administration agreed. A building's administration needs to contact HR in a timely manner about the issue, who then has 3 days to contact you in writing (via mail, not email) about the situation.

When you get this letter, *take a deep breath, relax, and know that you are not alone.* It is not unheard of to receive a building block letter, and it does not mean you are in eminent danger of being fired or even staying out of that building for an extended period of time. Keep the envelope in which it was mailed, and date the envelope in pen with the day you received the letter. Once you have done that, use your personal email to contact Andi Nofziger at anofziger@washingtonnea.org to make her aware of the situation and set up a time to talk with her and plan next steps.

When you go in to your meeting, *please bring any documentation about the day in question.* If you keep a substitute journal, please bring it with you, as well as any other documentation you might have from the day. Arrive early enough to spend a few minutes with Andi so she can let you know what to expect during the meeting and provide some strategies for putting your best foot forward.

Typically, the HR person conducting the meeting will ask your side of the situation, as well as a few other clarifying questions, and then he will have to go back and talk with the administration of the school at which the situation happened. *You will be notified, typically by email, about the outcome.* In many instances, after hearing the substitute's side of the story some sort of compromise is reached, if not a complete lift on the building block.

The most important thing you can do in either of these situations is contact Andi Nofziger immediately. *Don't be embarrassed or hesitant to do so—she is there to support and assist you.*

Helpful Practices for Substitute Teaching

Use your school email

Using your school email for school business communications is a District expectation. Also, it means teachers can more easily communicate with you, as your email is searchable in their email browser. This confirms for them they have the correct email for you, thereby providing a second layer of comfort in organizing pre-arranged jobs. It also means you are able to search teacher's emails and communicate with them, taking comfort knowing that you have the correct email.

It is important to separate your district communication from your personal communication. If, for some reason, there would be a court case requiring you to share your email communications, subpoenas could be written for your personal email if you communicate through that email. Utilizing the school email means that they don't have access to your personal communications.

Email your substitute notes

Instead of leaving a handwritten copy of your notes, it's helpful and prudent to email your notes to the teacher for which you covered. This allows you to retain a copy of your email in your "sent" folder. Thus, there is no question of if the notes you left will get lost, misplaced, or are hard to read. Both you and your teachers can go back to the email if necessary, and it provides something to easily print or forward on if there is documentation about students that is needed for student evaluation purposes. Make sure to leave as detailed notes as possible, with objective notes about how the class went, rather than subjective opinions. Issues of students not being their best selves, anything that seems out of the ordinary or that might require follow up from the teacher or administration should be documented in these notes for the teacher. If in doubt, always over communicate, rather than under communicate.

Keep a substitute journal

This is a purely preventative and protective step you can take for yourself. Having a way to document your time in a classroom that you maintain and keep in your possession means that, if something were to happen while you were in that classroom, you would have a record of it. You have two choices for the form of your substitute journal: hand written or digital.

There are a few key points to remember if you decide to keep a hand written substitute journal:

- Use a composition notebook or a bound journal. Spiral bound notebooks mean that pages could be torn out or that events could be changed and then the originals removed.
- Write in pen. Pencil can be erased and changed, while writing with pen requires more effort to change. That doesn't mean that it can't be changed, but it does mean that there is an extra measure of permanency to your documentation. Also, pen photocopies better than pencil, if you need to let someone have copies of your journal.
- Keep the notes teachers leave for you or that you get from the office. This allows you to have documentation of what the teacher left for you as it pertains to instructions, as well as what the bell schedule was if it was a different schedule. Please don't take the papers that need to stay in the teacher's substitute folder, such as medical alerts, attendance sheets, and the regular schedule sheets. Even if the teacher asks you to write notes on the bottom, you can either ask the office

Edmonds (WA) Substitute Teachers Association

Support our ESTA Members – Use Union Substitutes! (page 2)

manager to run an extra copy of the notes for your record or practice emailing your substitute notes as mentioned above.

- Keep your journal with you every day and update it every time you work. A substitute journal is a valid document when it comes to situations where you have to speak to the district about any issues that arise, but its validity comes from repeated and regular use.

If you choose to keep a digital record, make sure to keep each job a different document so the last edited date demonstrates when the document was last modified. Once you finish your notes, please make sure not to alter the document, ensuring its date stays tied to the day it was completed. This builds validity and demonstrates you haven't changed anything in the document after you left the class. These notes typically are not the notes you would send to the teacher, but notes documenting anything that you might need to reference at a later date. Notes to the teacher would summarize the time in their class, highlighting achievements and a more condensed version of student misbehavior. A teacher is able to ask for more information if necessary, but you don't inundate them with information.

All of these actions means that your account of your time in a classroom is documented as it happens and creates the most accurate account of the events on the chance that something is contested about your interaction with students. While many people go through their time as substitute teachers without any concerns about their time in a building, there are those who have received questions about events where documentation has supported the substitute teacher and allowed the district to support the substitute teacher.

Have business cards

This may sound like an unnecessary cost for a position that you may or may not be staying in for any given amount of time, but it makes you memorable and helps you market yourself and your services. They set you apart and make it more likely that a teacher will remember to call you for a prearranged assignment if they enjoyed your time with their classes. Remember to carry a few around in your pocket when you go to the staff lounge or work in a communal space. You can find online programs or an online printing company that will offer coupons for printing business cards. Don't forget to track the purchase so you can write it off as a work expense.

Utilize a phone app for picking up jobs

Using a phone app allows you to have more instant access to job postings, and it limits the 5 am phone calls the day of the job and refreshing the website until a job posting appears. However, the down side is that there is a cost associated with the services that push jobs to your phone. The three main services are SubAlert, Jobulator, and Sub Assistant. All three have a month trial period before committing to the service fees.

Read and follow plans left

Understandably, there may be a day where you aren't given substitute plans from your teacher, or they may be vague, but always attempt to follow the lesson plans. If you have any questions about the lesson plans, please ask a neighboring teacher or an administrator for help in understanding what you are

Edmonds (WA) Substitute Teachers Association

Support our ESTA Members – Use Union Substitutes! (page 3)

supposed to do. Teachers are expecting that a substitute teacher follows the instructions so they can keep their students on schedule.

If you don't have lesson plans, please notify the administration. It is not your job, per the bargained contract, to plan lessons in the absence of a teacher. It is the job of the administrator if lessons cannot be found. Please check with them as soon as can if you can't find lesson plans so they have as much time as possible to help you.

Utilize technology

If you choose to utilize technology provided by the district rather than your own, you can check at the main office for a staff loaner computer. While these aren't the Yogas the district issues to teachers, these computers are capable of connecting to the projectors in each room. If the computers aren't kept in the office, the office staff will be able to tell you where to find them. They require a few extra steps to connect to the projector, but this is a good step to make sure your digital documents are maintained, your emails sent, and any digital media provided by the teacher used. Please note that substitute teachers do not have access to Hapara (middle school) or LanSchool (high school), which are modes of monitoring student behavior on Chromebooks.



National Education Association
1201 16th Street, NW
Washington, DC 20036-3290

nea.org