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# SUBSTITUTE HANDBOOK 2025-2026

Head Start of Lane County

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[www.hsolc.org](http://www.hsolc.org)

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## Contact Information

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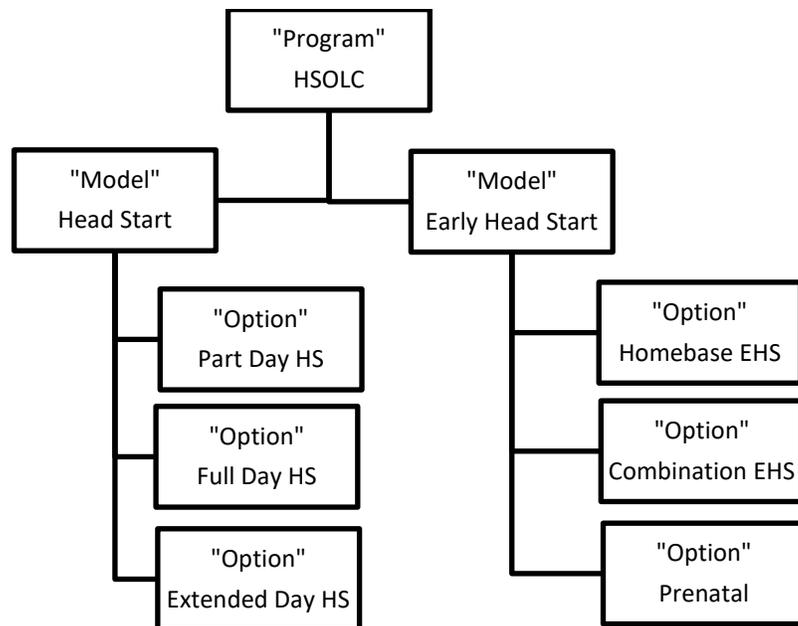
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<b>Village, Full Day</b> 320 Fairview Drive, Springfield	541-988-9329
<b>Veneta, Extended Day</b> 88131 Territorial Hwy, Veneta, OR 97487	

## What is Head Start?

Head Start has served nearly 30 million children since 1965, growing from an eight-week demonstration project to include full day/year services and Early Head Start for infants/toddlers. Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Head Start serves over a million children and their families each year in urban and rural areas in all 50 states, the District of Columbia, Puerto Rico, and the U.S. territories, including American Indian, Alaskan Native, and Migrant/Seasonal communities. Early Head Start (EHS), a federally funded community-based program for low-income pregnant women and families with infants and toddlers up to age 3, has 1,027 programs which provide EHS child development and family support services in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands and served over 147,000 children under the age of three for the fiscal year 2011.

Oregon has 26 Head Start programs, and 15 Early Head Start programs. Over 11,000 children are enrolled statewide. Oregon Pre-Kindergarten provides state-funded Head Start/Early Head Start slots and follows the same Performance Standards as the Office of Head Start.

Head Start of Lane County (HSOLC) serves over 1,100 children from families with low income, ranging from pregnant mothers through children age five. Services are offered in Eugene/Springfield, Florence, South Lane, Junction City, and Oakridge. Early Head Start serves Eugene/Springfield and South Lane. HSOLC offers seven options to address community needs.



## Program Options

### Head Start

**Part Day** for children ages 3-5. Classes 4 days a week for 3.5 hours a day. Home visits and conferences.

**Extended** for children ages 3-5. Classes 5 days a week for 6 hours a day. Home visits and conferences.

**Full Day** for children ages 3-5. Classes 5 days a week. Designed for working or student families needing childcare. Sliding fee scale for families eligible for childcare subsidy.

### Early Head Start

**Prenatal** program for expecting parents. The prenatal program helps expecting parents get the support they need for a healthy pregnancy and a healthy baby. Includes home visits to ensure parents get the information they need.

**Home Base** for pregnant women children 0-3 years of age. The home base program visits the home every week. Twice a month, parents and children come to the school.

**Combo** once a month, parents and toddlers have “together time” in the classroom. Two times a month, staff visit homes to answer questions and provide resources.

**Extended** for children ages 24-36 months. The program runs year-round, five days a week, for 6.5 hours sessions.

## Head Start of Lane County Diversity-Equity Statement

### Diversity Equity Statement

We endeavor to create an environment that values all people of any ability, age, family structure, gender, gender identity, race, ethnicity, religion, sexual orientation, political affiliation, or socioeconomic status. We strive to create this environment through our curriculum, interactions, staffing, policies and procedures. As staff and volunteers of HSOLC, we accept the responsibility to help every member of our program feel safe, respected and valued. We will foster a safe environment that promotes inclusion and equitable learning environments with a heart for sensitivity, a head for critical thinking and a hand in change. The Diversity/Equity Committee will explore and discuss issues of equity and diversity at HSOLC as they relate to the agency’s leadership, community, and services. An inclusive environment will encourage all employees and families to contribute their perspectives and capabilities.

## A set of core values helped build the foundation of Head Start's success

- Recognize that the Head Start community (families, staff, community) have roots in many cultures. By working together, we can effectively promote respectful, sensitive, and proactive approaches to diverse issues.
- Basic health needs are met, and healthy habits established that enhance lifelong well-being.
- Empowerment occurs when program governance is a shared responsibility, and when ideas and opinions of families are heard and respected.
- Respect that everyone learns differently and individualize services to ensure the most success for each Head Start/Early Head Start child and family.
- Build and foster community relationships that extend opportunities for networking and resource sharing.
- Develop a continuum of care, education, and services that provide stable, uninterrupted support to children and families for lifelong learning.
- Establish a supportive learning environment for children, parents, and staff.

## Head Start of Lane County believes:

- Children are more likely to be successful in school when their basic needs of food, housing, and health are addressed.
- In order to begin reading and other academic tasks, children must gather meaning from the world and develop habits of observation, questioning and listening.
- Young children are active learners who learn best by exploring their environments and engaging in activities that are concrete and relevant.
- Safe and healthy families are a shared community responsibility.
- HSOLC is committed to providing resources for staff to pursue ongoing professional and personal development.
- Parents are a child's first and most influential teachers. Information about children is crucial in planning meaningful and relevant experiences and activities that address children's strengths, interests and development.
- Each child and family should expect to see themselves reflected in the program through diverse staff, curriculum, and other materials and activities that are sensitive to the culture, language, development and abilities of each child and family.
- Partnership in the community is essential to ensure smooth transitions to school and accessibility and availability of needed services.

# HR: Code of Conduct and Professional Ethics

## Policy

All staff, consultants, contractors and volunteers are required at time of hire or placement or service to understand and abide by the codes of conduct set forth in the Federal Performance Standards 45 CFR 1304.52 (h)(1-3) and Head Start of Lane County. The Code of Conduct and Professional Ethics policy will be reviewed annually. The following standards specify that:

1. I will respect and promote the unique identity of each individual and not stereotype on any basis including gender, race, ethnicity, culture, religion, disability, sexual orientation or gender identity or family composition.
2. Maintaining confidentiality is important to the success of our mission, our reputation in the community and the privacy of clients and staff.
  1. Family files, personnel records, financial information, client information and other personally identifiable information about children, families and other staff members information is considered confidential.
  2. I am required to protect this information by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate need to know. Also, staff, who are also parents, may not access confidential information (as defined above) other than what is required within their job responsibilities. If approached by members of the news media, requesting information regarding Head Start of Lane County operations, I will refer requests to the Executive Director.
3. I understand that no child shall be left alone or unsupervised while under my care. Supervised is interpreted to mean at least one paid or contracted staff person is present and within sight and sound of the children. I will ensure children are kept safe at all times
4. I will use positive methods to support children's well-being and prevent and address challenging behavior. I will ensure staff, consultants, contractors and volunteers do not engage in behaviors that maltreat or endanger the health or safety of children, including, at a minimum:
  1. Corporal punishment; or physically abusive behavior, defined as intentional use of physical force that results in, or has the potential to result in, physical injury (hitting, kicking, shaking, biting, pushing, restraining, force feeding or dragging).
  2. Sexually abusive behavior, defined as any completed or attempted sexual act, sexual contact or exploitation.
  3. Emotionally harmful or abusive behavior, defined as behaviors that harm a child's self-worth or emotional wellbeing.
  4. Neglectful behavior, defined as the failure to meet a child's basic physical and emotional needs including access to food, education, medical care, appropriate supervision by staff, and safe physical and emotional environments.

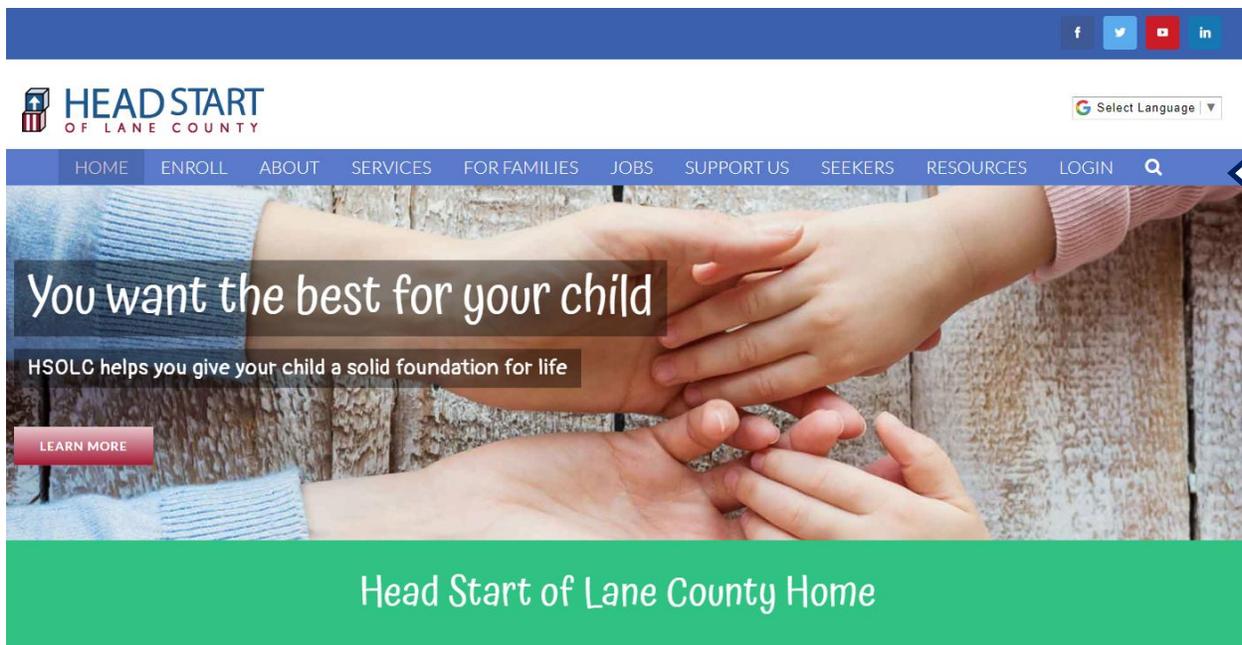
5. Ensure staff, consultants, contractors, and volunteers report reasonably suspected or known incidents of child abuse and neglect, as defined by the Federal Child Abuse Prevention and Treatment Act (CAPTA) (42 U.S.C. 5101 note) and in compliance with Federal, State, local and Tribal laws.
6. I understand that no child may be removed from the presence of staff other than a child's own parent or guardian or other authorized person.
7. I will not solicit or accept gratuities, favors, or anything of significant value for personal use or enrichment from contractors/vendors or potential contractors/vendors who have been awarded contracts or provide services or materials for Head Start of Lane County.
8. Unless authorized by the Executive Director or Designee to do so, I will not solicit or request donations (monetary, services and/or goods) for the agency or agency sponsored events.
9. I understand that I must maintain professional boundaries with agency enrolled children/families at all times. Staff are expected to keep their personal lives separate from that of enrolled children/families and shall have only limited contact outside of work time and/or work related activities. Staff are to discuss with their supervisor any situations/relationships with enrolled children/families that are unclear or questionable.
10. I understand this document shall be placed in my personnel file and that violations of these codes may result in disciplinary action up to and including termination. There will be appropriate penalties for consultants, contractors, and volunteers who violate this standard of conduct.

**HSOLC Substitutes will:**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Always speak in a pleasant voice.</li> <li>2. Project pleasant body language/smile.</li> <li>3. Display a positive attitude.</li> <li>4. Listen attentively, at eye level, to each child.</li> <li>5. Use positive redirection.</li> <li>6. Reinforce what children do right.</li> <li>7. Encourage the child to try again when challenged.</li> </ol> | <ol style="list-style-type: none"> <li>8. Give age-appropriate explanations.</li> <li>9. State and follow classroom rules.</li> <li>10. Give children directions in as few words as possible.</li> <li>11. Ignore minor misbehavior.</li> <li>12. Model appropriate behavior and interactions.</li> <li>13. Refrain from using personal cell phone during paid work time.</li> </ol> |
|--|--|

**Our Website, [www.hsolc.org](http://www.hsolc.org)**

Please click **Staff Login** at the top of the page. Login with the username **Staff** and the password **please**



1. **Staff Announcements:** Stay up to date on the latest Head Start of Lane County news.
2. **EWS Online:** Your online timecard system. Please complete your timecard **daily**.
3. **REMIND:** Is there school today? Download the app and sign up to your classroom
4. **Outlook Email:** Check your HSOLC email. Contact Technology Dept.
5. **Staff Portal:** When is the next Teacher Training or New Teacher Training? Find out here!
6. **Resources > Policies & Procedures:** Look up any Head Start of Lane County policy.

## What Substitutes Need to Know

1. Your day's schedule, who to report to, and what the assignment will be.
2. The day's normal schedule of activities, plus any special events (screening, field trips, etc.).
3. Any current non-confidential health and nutritional needs and status of each child (allergies).
4. Emergency procedures for fire drills, evacuations, etc.
5. Where equipment and supplies are kept.
6. Building regulations and rules – rules of the classroom.
7. Head Start of Lane County staff, including substitutes, are ***never* to leave a child unsupervised**.
8. Before releasing a child from your care, check the identification of the individual picking up the child. Ensure that this individual is listed on the child's emergency contact form.
9. If you accept a Long-Term Assignment, you will need to complete a full Site Orientation with the Regional Manager within your first two weeks.
10. Confidentiality is crucial for all involved.
  - a. Access to a child's file is limited to appropriate staff.
  - b. Any discussion about a child remains private and with appropriate staff only.

- c. Refrain from discussing a child’s behavior, or personal observation with volunteers or parents other than the child’s legal parent(s).
- d. Refrain from making derogatory remarks about children or families; respect the diversity and privacy of children and families.
- e. Excuse yourself from the office space when confidential meetings or phone calls take place.
- f. Do not record or take photos of Head Start children using personal devices.

## Daily

1. Dress the part: Wear a Substitute badge. Dress comfortably to allow flexibility to perform duties assigned. For safety purposes, footwear should be closed toe and appropriate for the job. No revealing clothing or clothing with tobacco and/or alcohol advertisements.
2. Upon arrival, check-in with the designated staff person and/or sign into the building.
3. Ask where to securely store your personal belongings. Belongings should be stored out of children’s reach. Do not bring nuts or medication into the classroom.
4. Find out the details of your day’s work schedule, including what duties you will be assigned and when to take your breaks.
5. If time allows, get acquainted with the building-- including restrooms, computers available for use, emergency exits, and who to contact if you need any help while on site. Please note that all Head Start locations are “no-smoking zones.” Substitutes should smoke in designated areas only – out of sight of Head Start children.
6. If time allows, meet with the regular teacher before class begins to find out how you can be most helpful throughout the day. Refer to classroom wall postings: Class schedule, Class/site Rules, Staffing Matrix, Special Diets, Alerts, Evacuation plan, etc.
7. Sign into the classroom upon entry. Sign out of the classroom when you leave (or take a break).
8. Use a site computer to complete your EWS timecard.
9. After your shift ends, check out with the designated staff person and/or sign out of the building.

## Health & Safety

Head Start of Lane County is committed to the provision of a healthful environment for all involved in our programs.

### Hand Washing

Staff and children shall wash their hands whenever hands come in contact with body fluids and the following times:

- Before food preparation, handling, or serving, including setting the table;
- After toileting or changing diapers;
- After assisting a child with toilet use;
- Before and after eating meals or snacks;
- After handling pets or other animals;
- Before and after using disposable gloves;
- After coughing or sneezing;

- After inspecting hair for lice;
- Before and after giving medications.

## Exclusion Guidelines for Sick Children and Adults

In order to ensure the safety and health of our children and staff, and in compliance with regulations set forth by Oregon Child Care Division, children or adults who have any of the following conditions will be excluded from the classroom until either the condition subsides, or we receive communication from that individual's medical provider stating that they are no longer contagious.

- An oral temperature over 101° - or 100° if taken under the arm.
- A painful, red throat, even if no fever is present.
- A deep, hacking cough.
- \*Difficulty breathing, or untreated wheezing (call or see your doctor).
- An unexplained rash.
- Vomiting (more than one time in the last 24 hours).
- Diarrhea (runny, watery, or \*bloody stools).
- Complaints of a stiff neck and headache with one or more of the above symptoms call or see your doctor).
- Thick green drainage from the nose along with sinus pressure, fever, or tiredness.
- Yellow discharge from the eyes.
- An unusual yellow coloring to the skin or eyes (call or see your doctor).
- Cuts or openings on the skin that are pus-filled or oozing (bring a note from a doctor and keep sores covered).
- Lice or nits (ask the teacher for assistance with this issue).
- A contagious disease. (See your doctor to confirm the disease and receive medication/s if needed).

## Storage of Non-Food Items

Refer to policy.

"All cleaning supplies and other poisonous materials are stored in locked compartments or in compartments well above the reach of children and separate from food, dishes, and utensils."

"All containers of poisonous materials are clearly labeled."

"Store chemicals and cleanser completely separate from food, utensils, and serving items."

## Emergency Procedures

A staff member must always remain with children. Staff are responsible for administering first aid. Whenever necessary, 911 will be called. A staff member completes the accident report and has the parent sign it.

An injured substitute will receive first aid from other staff. With help from staff, the substitute will complete the accident/incident report form. The report is sent to the Health Consultant.

### **Drills / Emergency Evacuations**

All substitutes must be aware of the evacuation route posted in the classroom and participate in fire drills when present. Each classroom has its own evacuation plan – this is posted on the wall near the exit.

### **Medications**

Substitute staff are **not** to administer **any** medications to Head Start children. If you are asked to administer medications, remind regular staff that substitute staff are not to administer any medications to Head Start children.

All medications, including any staff medication, must be locked or stored in an area away from children.

### **Suspected Child Abuse and Neglect**

Substitutes are mandatory child abuse/neglect reporters. Substitutes are to share their concerns with the regular teacher, who will assist with the HSOLC child abuse/neglect reporting process.

## Mealtime

### Family Style Meal Service

Family style meal service allows teachers and children to eat together, creates a relaxing eating environment, and promotes healthy eating habits and attitudes toward food. Food is placed in serving plates or bowls on the table, and children serve themselves or serve themselves with some help from staff. For more information about mealtimes requirements and family-style dining, please see the Moodle training and the Family Style Mealtime Policy and Procedure.

### Special Diets

There will be a plan to accommodate and ensure the safety of children who have food allergies and other dietary restrictions. Special diets will be printed and posted weekly. For further guidance, see Food Allergies and Dietary Restrictions.

### Meal Count

Staff must collect the point of service meal count at every meal. Do not hesitate to remind the regular teacher of this important duty or do it yourself. Point of service meal counts must be taken at the "point-of-service." For family-style meal service, the "point-of-service" is when the children are seated at the table with the complete reimbursable meal set on the table. Count the children that are seated to receive the meal and write this number on the Daily Meal Count form posted in the classroom. Also count the adults receiving the meal and note that number on the form. Should you eat and be counted, child-size portions are required to model meal-time behaviors. Please speak with Head Teacher or Teacher on appropriate behavior if needed.

### The Substitute List

Internally, we use the Sub List to organize information for staff that are seeking a substitute. The Sub List displays your phone number and your availability to work at various locations, times and days. Substitutes have the freedom to change their availability anytime for any reason. If there are specific dates that you will not be available (i.e., family vacation, doctor appointment, etc.), we will note these on the Sub List so that you will not receive calls on those dates. If you would like to make updates, please notify the Substitute Coordinator.

## Payroll

Head Start of Lane County follows a biweekly pay schedule. Wages are paid every two weeks. The first paycheck can be picked up at the main office. All subsequent checks will be issued via direct deposit. Payroll schedules are accessible on the Staff Portal under Quick Docs.

## Attendance Standards

Punctuality and regular attendance are essential for ensuring the delivery of high-quality, cost-effective services to families. Substitutes are expected to arrive at work by the start of their scheduled assignments. If a substitute is unable to attend a scheduled assignment, they must notify their regional manager as soon as possible. If the supervisor cannot be reached, substitutes must inform the Substitute Coordinator promptly, ideally before the scheduled start time.

## EWS Timecards

Substitutes must record their work hours daily and site location in the EWS system. Please adhere to the following guidelines:

1. Computer Access: If you are unsure which computer to use, ask site staff for assistance.
2. Lunch Breaks: Record only unpaid lunch breaks. Paid 15-minute breaks should not be recorded.
3. Include a description of the site worked in the Comments section of your timecard. Additionally, use this section to clarify any additional details as needed.
4. Missed Entries: If you cannot log time in EWS before the pay period ends, contact the Substitute Coordinator immediately for further assistance.
5. Timeliness: Failure to submit timecards on time may delay payroll processing.

## Eligibility for Paid Leave

Substitute staff may qualify for Paid Sick Leave and Paid Holiday Leave. For details, refer to the policies listed in the Employee Handbook or consult your supervisor.

## Mileage Reimbursement

Substitutes are generally not eligible for automobile expense reimbursement when using personal vehicles for Agency business, such as training events. Mileage reimbursement may only be granted with director's approval. Substitutes must carry auto insurance and a valid driver's license to be considered for mileage reimbursement.

## Paid Training Time

Substitute teachers are encouraged to attend teacher training sessions. These sessions are paid training time. If you attend, ensure you document your hours on your timecard.

- Monthly Training: Held on the 3rd Friday of each month at the Grand site.
- Session Options: 8:30 AM–11:30 AM or 1:00 PM–4:00 PM.
- New Teacher Training Series: Held on the 3rd Thursday of each month from 4:00 PM to 6 PM at the Grand site.

Meetings are subject to change with advance notice. Whenever possible, substitutes on long-term assignments are encouraged to attend the trainings specific to their region.

## Advancing Employment

Head Start provides numerous opportunities for career advancement. Many of our current staff began as substitutes and have advanced to roles such as Teachers, Head Teachers, Early Childhood Education Coordinators, or Regional Managers.

- Job Openings: Visit the Jobs tab on our website to view current openings and job descriptions.
- Requirements for Teacher Positions:
- A 1-year State Awarded ECE Certificate or CDA (Child Development Associate Certificate), OR
- An Associate Degree or higher with a preference for Early Childhood Education degrees.
- For unrelated degrees, one year of infant/toddler or preschool classroom assistant/teaching experience is required.

## Ending Employment

If you wish to terminate your employment with Head Start voluntarily, please submit a written resignation to the Substitute Coordinator at [salvarez@hsolc.org](mailto:salvarez@hsolc.org). If you would like to return as a substitute after your employment has been terminated, you will need to submit a new application and complete the interview process.

## Helpful Guidance Techniques

- **Get to know the children in the class.** Learn the names of the children and use their name when you speak to them. Build a connection with the children. Children perform best for adults they love.
- **Match your own energy to the expected behavior.** Children pick up on your energy and reflect it. If you want the class to calm down, speak slowly and quietly. If you want the children to be excited, you will need to show them your enthusiasm.
- **Focus on do's instead of don'ts.** Say “stay with the group” instead of “don't run away.” Children focus on the action of the sentence.

- **Give choices only if there is a choice.** “It’s time to come in”, rather than “Do you want to come in now?”
- **Recognize good behavior.** Recognizing good behavior and ignoring negative behavior encourages more good behavior.
- **Offer each child a chance to participate.** Remember to notice and engage quiet children, too.
- **Do not expect every child to participate.** Regular teaching staff will tell substitutes when all children should be involved.
- **Build feelings of confidence.** It is important for children to develop the feeling that he/she is able to do things, and that he/she is capable and worthwhile. Example “You really worked hard building that tower...”
- **Change the environment to change behavior.** Sometimes changing the environment is all that is needed for success. Speak with staff first.
- **Use reassuring words/avoid labeling good or bad.** “Talk to James, let him know how you feel.” rather than “You’re bad to hit James.”
- **Avoid comparison of children.** “I’ll loosen those laces so your shoes will go on faster” rather than “if you hurry, you’ll beat Joe getting his shoes on.”
- **Give limits.** “James, you have five minutes to put your paint away and wash up.” Follow the rules set, but make sure children understand what you are saying.

## Challenging Behaviors

Young children can present challenging behaviors as they learn classroom rules. Head Start of Lane County is committed to using positive behavioral strategies when teaching children how to manage emotions and behaviors. Positive behavioral strategies will typically include the following list:

1. Use praise, encouragement and other means of recognizing appropriate behavior.
2. Clearly state expectations for appropriate behavior.
3. Provide children alternate choices and redirection away from inappropriate behavior to avoid power struggles with children whenever possible.
4. Use the classroom rules that are established at the beginning of the program year.
5. In rare occasions, children present dangerous behavior with the potential of injury to self and others. In such circumstances, substitutes are to seek the support of teaching staff and/or management for guidance on how to respond appropriately.

## Staffing Matrix

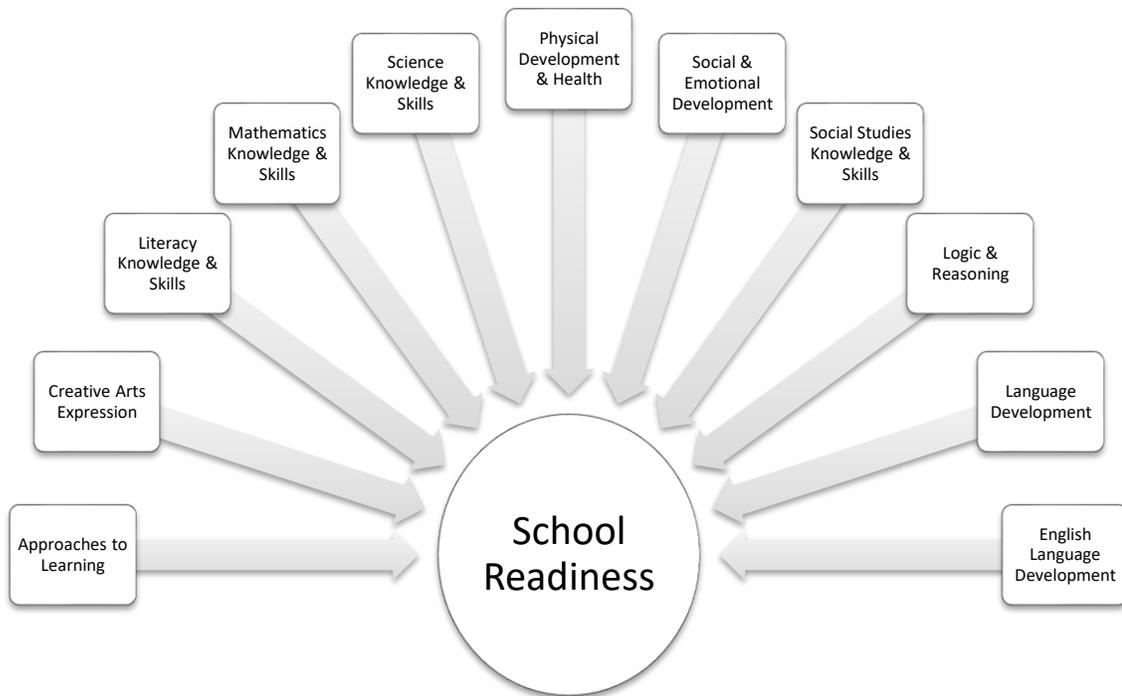
Regular teaching staff create a Staffing Matrix that shows what the Head Teacher and Teacher typically do during various points of the class schedule. If there is time prior to class, please ask the regular teacher to go over the Staffing Matrix so you know how to be most helpful. If there is not time to do this together, the Staffing Matrix is typically posted on the wall. If a substitute begins a long-term assignment as the 3<sup>rd</sup> teacher in the classroom, the Staffing Matrix should be revisited by the classroom team. This is an example of a Staffing Matrix:

Activity	Head Teacher	Teacher	3 <sup>rd</sup> Teacher
12:00-12:15 Arrival/ Sign-In	Before kids arrive, finish setting up. Greet self-transport kids Assist in sign-in	Walk in w/ Bus Kids Assist in Signing in, coats	Help C.P put his coat away and come to the circle.
12:15- 12:30 Circle	Ring transition bell Lead Circle	Provide Circle support Prepare tables for lunch Be with child in quiet area if necessary	Sits with CP at circle.
12:30- 1:00 Hand washing Lunch Tooth brushing	Exit children out of circle Assist with hand washing Sit at lunch	Assist with hand washing Sit at lunch Oversees children still at the table	Watches C.P. and gives prompts or praise as needed
1:00- 1:50 Choice Time	Scan room and engage with children at choice time	Tooth brushing Lead small group activity	Gives CP stickers for positive interactions with peers
1:50- 2:00 Cleanup/ Line Up	Ring transition bell Assist in Clean up Monitor line	Assist in Clean up Lead line	Watches C.P. and gives prompts or praise as needed
2:00- 2:35 Outside Time	Monitor play structure and ½ of area Ring transition bell Lead line	Monitor bikes and ½ of area Monitor line	Monitors CP
2:35- 2:45 Story	Read story	Circle support Monitor child in quiet area (if needed) Prepare snack table	Sits with CP at circle
2:45- 3:15 Snack	Circle Exit Assist with hand washing	Assist with hand washing Sit at snack	Sits at CP's table
3:15- 3:25 Music and Movement	Lead activity Exit Bus kids	Assist in activity	Cleans snack table
3:25- 3:30 Depart/ Bus	Stay with self-transport kids	Assist with coats/ bags Line up with bus kids	Walks with CP to his bus

## School readiness – What Does This Really Mean?

Children learn by doing – not by passive observation. Children learn by asking questions and searching for answers to those questions. They learn by discovery and by using all their senses when possible. They learn by experimenting, sorting, and combining objects. They learn by repeating experiences and by building confidence in his/herself.

Head Start focuses on ten domains of learning which connect to school readiness:



How does this translate to interacting with children in the classroom? When interest is shown with active engagement in a child’s learning, (asking questions to encourage thinking and problem-solving) school readiness is being built upon.

<i>School Readiness</i>	<i>Child</i>
Approaches to learning are skills in completing challenging or frustrating tasks, following directions, making mistakes and working as a group.	Learning the rules of the classroom. Waiting for his/her turn.
Creative arts and expression can be in the form of dance, music and play. These all-support imaginative thinking and self-expression.	Free time to play. Singing at circle time. Creative painting.
Literacy skills in learning to listen, understanding what is seen or heard and expressing his/herself.	Reading at circle time. Books and magazines at child level.
Math skills include addition/subtraction, spatial sense, measurement, and time concepts.	Sorting shapes and colors. Comparing sizes (big, small, wide, and thin). Counting and take a-ways

<b><i>School Readiness</i></b>	<b><i>Child</i></b>
Children are natural scientists. Curiosity, exploration and asking questions help children to understand the world. Active engagement in observing, exploring, experimenting are the best ways to teach science.	Ask questions “what if”, “what do you think, what do you think will happen next?” Cooking projects, weather projects, gardening
Physical health is learning about keeping your body healthy, making the right food choices, and learning about a healthier lifestyle.	Tooth brushing. Active play. Gardening.
Social emotional learning is part of learning cooperation, self-control, independence and building friendships.	Learning how to share feelings with someone else.
Social studies. Children will learn about and how they relate to others in the world around them. This helps children relate to self, family, neighborhood and beyond.	Stories about other places and people.
Logic and reason are asking questions to help your child reason, consider and come to their own conclusion, right or wrong (unless it is safety related).	Puzzles, water and sand table.
Language development (receptive and expressive) includes the ability to comprehend language and the use of the language in communicating with others.	Engage in conversations with others. Listens attentively to storytelling. Re-tells a story.
English Language Development (receptive and expressive) is the development of English language skills for children who speak a home language other than English.	Participates in songs, rhymes and stories in English.

The activities planned, the way the environment is organized with toys/materials, daily schedules and transitions are designed to complement the curriculum and give children a successful start in school.

The most important goal of the curriculum is to help children become enthusiastic learners. This is done by encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts.

Our goal is to help children become independent, self-confident, inquisitive learners. We are teaching them “how” to learn, not just in preschool, but all through their lives. We promote good habits and attitudes, particularly a positive sense of self and others.

## Appendix

### Site Feedback Form

Please submit this form to Human Resource if you have any feedback about your experiences at Head Start of Lane County sites.

### Substitute Staff Sick Leave Policy

All substitute staff may be eligible for paid sick leave. Please refer to the eligibility requirements in the policy.

### Substitute Employee Holiday Pay Policy

Substitutes on a long-term assignment may be eligible for paid holiday leave. Please refer to the eligibility requirements in the policy.

### Pay Schedule

Your timecard must be 100% complete when you leave work on the day the pay period ends. Pay Days are every other Friday. Please refer to this pay schedule for details.

# SITE FEEDBACK FORM

(Completed by Substitute Teachers)

Name: \_\_\_\_\_

Date(s): \_\_\_\_\_

Site Subbed In: \_\_\_\_\_

am

pm

full day

**Were expectations clear?** (circle one)  
(i.e. lesson plans, daily routines, meal service)

yes

no

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Were there areas of concern?** (Circle one)

yes

no

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CLASSROOM STRENGTHS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WHAT ARE YOUR TRAINING NEEDS?:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHITE : All copies  
YELLOW : to Human Resource Dept  
PINK :

(R:5/05-C:3/98) NCR 3

## **Substitute Staff Sick Leave**

### **Policy**

Head Start of Lane County provides substitute employees with paid sick leave per the Oregon State Sick Leave regulations OAR 839; Division 7; Oregon Sick Time.

### **Procedure**

#### **Eligibility**

1. As of 01/01/2016, substitute employees are eligible for sick leave accrual starting their first day of employment, on, or after. 01/01/2016.

#### **Accrual**

1. Substitute employees will accrue sick leave at a rate of one hour for every 30 hours worked, on or after 01/01/2016. The maximum sick leave accrual per substitute employee is 40 hours per program year, not to exceed 40 hours total in sick leave bank.

#### **Usage**

1. All substitute staff will have the right to use their accrued sick leave beginning on or after 91<sup>st</sup> calendar day of employment. An employee may use sick time for a previously scheduled shift, for the following reasons:
  - A. The employee's own physical or mental illness, injury, or health condition; need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition; or need for preventative care.
  - B. To care for a "Family Member with a physical or mental illness, injury, or health condition; need for medical diagnosis, care or treatment of a mental physical illness, injury or health condition; or need for preventative care for a \*Family Member, as defined by FMLA/OFLA
  - C. To care for a child of the employee who is suffering from an illness, injury or condition that is NOT serious health condition as defined in OAR 839-009-0219(20), but, does require home care.
  - D. For any purpose covered under ORS 659A.272 relating to protection from domestic violence, harassment, sexual assault, or stalking.
  - E. In the event of a public health emergency that affects employee's ability to work.

#### **Attendance and Call-In**

1. Employees who are absent for more than three consecutive works days will be required to provide Human Resources with medical certification from a health care provider within 15 days of the days missed, in order to be paid sick time.

## **Timekeeping**

1. Substitute employees may use sick leave in no less than one hour increments and only for previously scheduled work hours. All substitute employees of Head Start of Lane County will receive training to record sick time in EWS. It is the responsibility of the individual employee to request the Substitute Coordinator to enter sick time if an employee is not expected to return before payroll is due.

## **Separation from Employment**

1. Unused sick leave will not be paid out at time of separation of employment. If an employee is reinstated within 180 days of separation, their previous unused sick leave balance will be restored.

\*Family Member as defined by the Oregon Family Medical Leave Act. A copy of the Family Leave Posters are displayed at each Head Start of Lane County site.

**Head Start of Lane County**  
**Substitute Employee Holiday Pay Policy**

Updated 08/01/2018

**Policy**

Head Start of Lane County provides paid holiday time to eligible substitute employees.

**Eligibility**

Substitute employees are eligible for paid holiday time when meeting all of the following requirements:

1. The substitute employee
2. Is unable to work their regularly scheduled work hours due to the Agency's closure for the holiday
3. Is committed to a long term assignment that extended before and after the holiday
4. Is in paid status on the scheduled work days prior to and following the holiday
5. Worked at least twenty (20) hours per week during the pay period prior and (20 hour) in the current pay period prior to the holiday.

**Usage**

1. Eligible substitute employees shall be paid for the holiday as though they worked their regular schedule, and not to exceed eight (8) hours for that day.
2. Substitute employees will enter paid holiday time during the pay period containing the holiday. Holiday time must be entered before the end of the pay period. The pay period schedule is given to employees at the time of hire and is available in the Document Archive > Admin > Calendars: <http://www.hsolc.org/sites/default/files/documents-forms/public/english/pay-schedule.pdf>

**Procedure**

1. Substitute Coordinator will analyze substitute employees' eligibility for paid holiday time.
2. Substitute Coordinator will inform applicable managers (Regional Managers, Assistant Regional Managers, Food Service Manager, and Transportation Manager) and the Finance Department of substitute employees that meet eligibility requirements for paid holiday time.
3. The Finance Department will load the holiday leave code for substitute employees that are eligible for paid holiday time.
4. Substitute Coordinator will send eligible employees a message via the electronic time card system (EWS) that informs them of their eligibility for paid holiday time.
5. Eligible substitute's employees are responsible for entering holiday time on the electronic time card system (EWS). Applicable managers (Regional Managers, Assistant Regional Managers, Food Service Manager, and Transportation Manager) and the Substitute Coordinator are available to support substitute employees with entering holiday time.
6. Holiday time will be paid on the substitute's regularly scheduled paycheck for the pay period.

