

STAFF HANDBOOK



2018/2019 WHITTIER ELEMENTARY SCHOOL

916 Oakes Avenue
Everett WA 98201
(425) 385-4300

Tony Wentworth, Principal
Donna Kapustka, Assistant Principal

Everett Public Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Designated to handle inquiries about nondiscrimination policies are: Affirmative Action Officer, Carol Stolz, 3715 Oakes Ave., Everett, WA 98201, 425-385-4106; Title IX Officer, Randi Seaberg, (at Oakes Ave. address), 425-385-4100; 504 Coordinator, Becky Ballbach, 4730 Colby Ave, Everett, WA 98203, 425-385-4033; ADA Coordinator, Becky Clifford (at Colby Ave. address), 425-385-5250. (Email address for each is FirstInitialLastName@everettsd.org)

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Everett Public Schools Mission

Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

Everett Public Schools Vision

Our students will lead and shape the future.

They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes and skills to adopt to the emerging needs of a changing world.

Everett Public Schools Core Values

Our core values drive our actions and behavior.

Learning: We believe each student has the ability to learn and achieve to high standards.

Equity: We honor and support each student's right to learn and achieve.

Integrity: We act in good faith, serving others with honesty and dignity. We serve as steward of the public trust.

Passion: We are passionate about teaching and learning.

Respect: We value differences among people and treat one another with respect.

Diversity: We embrace diversity as an essential asset: we are inclusive and treat our differences as a core strength.

Collaboration: We believe in learning and working together, the value of diverse views, and the power of collective wisdom.

The Mission of Whittier Elementary School

Whittier Elementary is committed to achieving academic excellence that meets the needs of individual students within a positive, engaging environment. The Whittier community is dedicated to developing life-long learners who become responsible and productive citizens.

Whittier Way

Be Safe

Be Respectful

Be Your Best

Whittier Wildcat's Code of Conduct

- ♦ Respect self and others at all times; keep hands and feet to self.
- ♦ Attend school regularly and arrive to class on time.
- ♦ Be prepared to work with all required class materials.
- ♦ Listen and follow instructions of teacher and all school staff.
- ♦ Apply best effort to classroom activities and complete assignments on time.
- ♦ Respect and care for school and personal property.
- ♦ Treat all guest and substitute teachers with respect and courtesy.

What the Whittier Staff Can Expect From Tony & Donna

You can expect that we will:

- Believe in your ability to facilitate the growth of students.
- Trust that you are using your talents to the greatest benefit of Whittier's students.
- Strive to build a relationship of mutual support with each of you.
- Support you in your efforts to do your job by:
 - ◇ Listening to your ideas and concerns.
 - ◇ Keeping you informed of events that occur within the school and district.
 - ◇ Sharing ideas on effective instruction.
 - ◇ Serving as a referral person when needed to deal with certain students.
 - ◇ Providing feedback on your performance.
 - ◇ Following through on promises made.
- Work to maintain a perspective of school issues that takes into account the views of students, teachers, support staff, administration, school board, patrons, and parents.
- Hold you accountable to stated expectations and teaching to the State Standards.
- Hold ourselves accountable for helping you grow and develop by living up to our stated expectations.
- Believe that all adults are responsible for all students and that we need to build a partnership with our families and our community so that we will have a school based on cooperation and strong relationships.
- Provide the leadership as a life-long learner: engaging in, displaying, and modeling the behaviors we want the staff and students to adopt.

What Tony & Donna Expects of Whittier Staff Members

We expect that you will:

- Focus the majority of your attention on our students:
 - ◊ Believe that all students can and want to learn.
 - ◊ Listen and be sensitive to the feelings and state of mind of students.
 - ◊ Strive to build positive relationships with students.
 - ◊ Show concern for the uniqueness of each student.
 - ◊ Encourage children to do their very best while in school.
- Develop and follow through with specific expectations for students.
- Keep parents informed of the positive as well as the areas of concern about their son/daughter's progress. Let parents know early if their son/daughter is not doing well. You will usually have stronger parent support if you keep them informed.
- Be collaborative with colleagues:
 - ◊ Use school time effectively.
 - ◊ Expect the best from students and staff.
 - ◊ Systematically monitor student progress.
 - ◊ Provide positive conditions for learning and teaching.
 - ◊ Meet regularly with grade-level team.
- Share the responsibility for the total school environment through contributions of thought, time and energy at in-service meetings, committee meetings, and staff meetings.
- Be supportive of all Whittier staff members:
 - ◊ Look for and recognize the best in everyone.
 - ◊ Be sure your feedback to others is face-to-face.
 - ◊ Seek help from others who possess the appropriate needed expertise.
- Continuously evaluate yourself.
- Keep learning and growing as a professional and in your ability to help students develop.
- Use all the resources within your power to insure that Whittier is indeed a place where we are "Striving for Success."
- Refrain from using your voice or hands/feet to demean or potentially cause harm to a student.
- Stress to students the importance of keeping the school clean along with desks, textbooks, restrooms, and personal belongings.
- Respond to parent calls/e-mails within 24 hours after receiving contact

Teacher Principal Evaluation Project (TPEP) Overview

State law establishes the requirements and details for evaluating teachers and principals. The law requires that all classroom teachers, teacher librarians, facilitators, principals, and assistant principals be evaluated with this system by the 2015-2016 school year. The TPEP system does not include Educational Staff Associates, such as School Psychologists, Speech/ Language Pathologists, Occupational and Physical Therapists, Counselors, Social Workers, Reading Specialists, and Nurses.

This information will be directed for the *teacher* part of this law.

The teacher evaluation system consists of five major components:

- 1) A four-tiered rating system indicating performance levels of distinguished, proficient, basic, or unsatisfactory.
- 2) Eight Washington State Criteria which provide the content for evaluation.
- 3) A district chosen instructional framework which provides the language descriptors for the performance levels of each criterion. Everett has chosen the work of Charlotte Danielson.
- 4) Student Growth Data based on the OSPI rubrics developed to support Washington State criteria 3, 6, and 8.
- 5) A collection of evidence by the teacher using multiple ways to demonstrate instructional, professional, or leadership effectiveness related to the Washington State Criteria.

The Everett Public Schools contractual agreement with the Everett Education Association used the language of the legislation to guide the evaluation cycle. The law establishes two categories for evaluation:

- ▶ A **Comprehensive** evaluation (all of the eight Washington State criteria contribute to the overall summative evaluation) must be completed for:
 - a. Classroom teachers who are provisional
 - i. Provisional 1 – A new to the profession (or new to WA state) teacher's first year teaching in Everett.
 - ii. Provisional 2 – A new to the profession (or new to WA state) teacher's second year teaching in Everett.
 - iii. Provisional 3 – A new to the profession (or new to WA state) teacher's third year of teaching in Everett or a teacher who has completed two years in another WA school district, but did not complete their third with that district. Employees on Provisional 3 will be observed at least three times for a total observation time for the school year of not less than ninety minutes.
 - iv. Experienced Provisional – An experienced teacher's first year at Everett, if they have completed provisional status at another WA state school district. For a year of experience to count, the teacher will have had to be on contract before or on October 1 and work through the remainder of the school year.
 - b. Classroom teachers who received a summative evaluation performance rating of unsatisfactory or basic in either of the previous two school years
 - c. All other classroom teachers at least every four years

- ▶ **A Focused** evaluation (one of the eight Washington State Criteria is evaluated)
 - a. All other classroom teachers not listed in the comprehensive requirements are eligible to be on a focused evaluation.
 - b. During the first semester, at the direction of the evaluator, a classroom teacher may be transferred from a focused evaluation to a comprehensive evaluation.

▶ **EEA CBA language**

B. Observations – EEA CBA language (Section 10.02B.2)

- 2. During each school year each employee (including new employees) shall be observed for the purpose of evaluation at least twice in the performance of his or her assigned duties. For those employees under contract by October 15 of each year, the first observation shall be no later than the end of the first semester. Total observation time for each employee shall be not less than sixty (60) minutes; at least one (1) observation shall be at least thirty (30) minutes in length. The first observation for new employees shall occur within the first ninety (90) calendar days of employment and shall be of at least thirty (30) minutes in length. An employee in the third year of provisional status shall be observed at least three (3) times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety (90) minutes. The evaluator shall give at least three (3) work days prior notice of a required observation, such notice to specify the specific time or class period for the observation. If possible, the time for the observation shall be mutually worked out between the evaluator and employee.

If possible, the time for the observation shall be mutually worked out between the evaluator and employee.

Every TPEP evaluation requires teachers to establish student growth goals and monitor student growth based on multiple measures during the course of the year or semester. Student growth rubrics were created by OSPI and are an addition to the Danielson instructional frameworks for Washington State Criterion 3, 6, and 8. A summative rating, as established by OSPI, is determined using the level of performance for each criterion (comprehensive evaluation) or the level of performance on the chosen criterion (focused evaluation) PLUS the rating on the student growth rubrics.

SECTION 10.086 – ELECTRONIC DOCUMENTATION

Evaluation scores shall be recorded in and final evaluation reports shall be generated by a mutually agreed upon software tool. Each teacher may be required to create an account in the software tool. Further use of the software tool by teachers shall be optional.

Overall final evaluation scores shall be transmitted by the evaluator to the District Human Resources Office as required by law.

WAC 392-191A-140 Summative Performance Ratings—Descriptors

- 1) **Unsatisfactory:** Professional practice at level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.
- 2) **Basic:** Professional practice at level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers or principals early in their careers but insufficient for more experienced teachers or principals. This level requires specific support.
- 3) **Proficient:** Professional practice at level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
- 4) **Distinguished:** Professional practice at level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

Source: WAC 392-191A-060

Washington State Eight Criteria for Teacher Evaluation

1. Centering instruction on high expectations for student achievement – *The teacher communicates high expectations for student learning.*
2. Demonstrating effective teaching practices – *The teacher uses research-based instructional practices to meet the needs of all students.*
3. Recognizing individual student learning needs and developing strategies to address those needs – *The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.*
4. Providing clear and intentional focus on subject matter content and curriculum – *The teacher uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning.*
5. Fostering and managing a safe, positive learning environment – *The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being.*
6. Using multiple student data elements to modify instruction and improve student learning – *The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction and evaluate student learning.*
7. Communicating with parents and school community – *The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.*
8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning – *The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.*



At a Glance: Correlating the Washington State Eight Criteria with the Danielson Framework for Teaching

WA State Criterion 1	WA State Criterion 2	WA State Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
Domain 2: The Classroom Environment 2b: Establishing a culture for learning Domain 3: Instruction 3a: Communicating with students 3c: Engaging students in learning	Domain 3: Instruction 3b: Using questioning and discussion techniques Domain 4: Professional Responsibilities 4a: Reflecting on teaching	Domain 1: Planning and Preparation 1b: Demonstrating knowledge of students Domain 3: Instruction 3e: Demonstrating flexibility and responsiveness Student Growth SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)
WA State Criterion 4	WA State Criterion 5	WA State Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
Domain 1: Planning and Preparation 1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction	Domain 2: The Classroom Environment 2a: Creating an environment of respect and rapport 2c: Managing classroom procedures 2d: Managing student behavior 2e: Organizing physical space	Domain 1: Planning and Preparation 1f: Designing student assessments Domain 3: Instruction 3d: Using assessment in instruction Domain 4: Professional Responsibilities 4b: Maintaining accurate records Student Growth SG 5.1: Establish Student Growth Goal(s) SG 6.2: Achievement of Student Growth Goal(s)
WA State Criterion 7	WA State Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
Domain 4: Professional Responsibilities 4c: Communicating with families	Domain 4: Professional Responsibilities 4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism	Student Growth SG 8.1: Establish Team Student Growth Goal(s)

Paraeducator Competencies

To work in education and related service programs for students, paraeducators will demonstrate:

- | | |
|----------------------|---|
| Competency 1 | Understanding the value of providing instructional and other direct services to all students. |
| Competency 2 | Understanding the roles and responsibilities of certificated/licensed staff and para-educators. |
| Competency 3 | Knowledge of patterns of human development and learning, as well as milestones typically achieved at different ages, and risk factors that may prohibit or impede typical development. |
| Competency 4 | Ability to practice ethical, professional, and legal standards of conduct, including the requirements of confidentiality. |
| Competency 5 | Ability to communicate with colleagues, follow instructions, and use problem-solving and other skills that will enable the para-educator to work as an effective member of the instructional team. |
| Competency 6 | (WA State Competencies 6 & 11)
Ability to provide positive behavioral support, management, and discipline techniques to motivate and assist students. |
| Competency 7 | Knowledge of the legal issues related to the education of students with disabilities and their families. |
| Competency 8 | Awareness of diversity among the students, families, and colleagues with whom they work. |
| Competency 9 | (WA State Competencies 9, 10, & 13)
Knowledge and application of the elements of effective instruction and assessment and the use of technology to assist teaching and learning under direction of certificated/licensed staff in a variety of settings. |
| Competency 10 | (WA State Competencies 10, 12 & 14)
Knowledge of and ability to follow health, safety and emergency procedures of the district. |



Student Calendar 2018-19

2018				
MON	TUE	WED	THUR	FRI
JULY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
AUGUST				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
SEPTEMBER				
3	4	5*	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
OCTOBER				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
NOVEMBER				
5*	6*	7*	8*	9*
12	13	14	15	16
19	20	21*	22	23
26	27	28	29	30
DECEMBER				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

2019				
MON	TUE	WED	THUR	FRI
JANUARY				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
FEBRUARY				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	
MARCH				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22*
25*	26*	27*	28*	29*
APRIL				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
MAY				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
JUNE				
3	4	5	6	7
10	11	12	13	14*
17*	18*	19*	20*	21*
24	25	26	27	28

Sep 3	Labor Day
Sep 5	First day of school for students
Sep 10	First day of school for kindergarten students
Oct 19	Teacher work day; no school for students
Nov 2	Early release elementary and middle school for parent conference preparation (2 1/2 hours)
Nov 5-9	Early release elementary and middle school for parent conferences (2 1/2 hours)
Nov 12	Veterans Day observed; no school
Nov 21	Early release for Thanksgiving break
Nov 22-23	Thanksgiving break
Dec 24-Jan 4	Winter break
Jan 21	Martin Luther King Jr. Day; no school
Jan 28	Teacher work day; no school for students
Feb 18-19	Mid-winter break
Mar 22	Early release for elementary students only (2 1/2 hours)
Mar 25-29	Early release elementary for parent conferences (2 1/2 hours)
April 1-5	Spring break
May 27	Memorial Day; no school
Jun 14	Early release for students (2 1/2 hours)
Jun 17	Last day of school; early release for all students (2 1/2 hours)
Jun 18+	Potential inclement weather make-up days



Sept. 7 - June 7, Learning Improvement Fridays
each Friday unless otherwise marked
All students dismissed 75 minutes early

* see notes on right schools closed Teacher work day

Whittier Information

School Events Calendar

Staff considering scheduling an event which will be a change from the regular school program should discuss the activity with administration and receive approval, at which time the event will be added to the official School Events Calendar, which is kept by the office manager in the main office. Staff members are expected to consult the School Events Calendar for possible conflicts when planning events.

Events that will take place outside of the regular school day on the Whittier Campus require an approved Facilities Use Permit (FUP), which is available from Marci Cooper. A FUP must be submitted in time to effectively notify other organizations which use our campus.

Designated Meeting Nights for Whittier Elementary and all other elementary schools are the first and third Mondays, and second and fourth Thursdays of the month. Meeting on any other night requires approval of our middle and high schools.

Parent Teacher Conference Dates

Parent Teacher Conferences will be held in October and March. Students will be released at 12:20 p.m. on these days. The following dates apply:

November 2nd	Early release, conference preparation
November 5th-9th	Early release, Parent Teacher Conferences
March 22nd	Early release, conference preparation
March 25th –29th	Early release, Parent Teacher Conferences

Grading Periods

The academic year at Whittier Elementary School is divided into two semesters. The dates for the end of each semester is January 26, 2018 & June 19, 2018. These dates are subject to change barring inclement weather days that need to be made-up or any EEA contract negotiations that would effect the 2017-18 school year.

Voice Mail

To facilitate communication with parents, teachers are requested to update their voice mail regularly and to check their voice mail on a daily basis. Remember to answer voice mail within 24 hours of receipt.

Mailboxes in Office

Teachers are requested to check their mailbox before and after school. Only emergency messages will be delivered to the classroom. Teachers should not send students to the office to retrieve mail.

Email

Email is considered a central form of communication in the Everett Public Schools. "All messages on the Everett Public Schools email system are considered to be Public Records. No privacy is guaranteed for any message sent on this system. Never send a message that you would not want to see appear in the newspaper, court records, etc.

All staff are to check their email each day.

Whittier Information

Whittier Staff Bulletin

The Whittier Staff Bulletin is published on the first working day of the week and is placed in the staff mailboxes. Staff members are responsible to read the newsletter carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is included. The information in the Whittier Staff Bulletin is for staff only; students and parents should not have access to this information. Please keep your copies in a secure location. Past issues of the Whittier Staff Bulletin are kept in a binder in the office for your reference

Whittier Wildcat Parent Newsletter

Students take home our school newsletter to their parents on the 1st Thursday of every month. Information you wish to have included in a newsletter should be emailed to Marci Cooper. her

Communicating Discipline Concerns

Staff must keep others informed when there are discipline concerns developing with a student. Work closely with the counselor and with the principal to develop appropriate, consistent interventions to address behavior concerns. It is the teacher's responsibility to inform parents of on-going behavior concerns.

Fragrances

While many students choose to wear fragrances to school, fragrances should be worn in moderation so as not to distract, disrupt, or offend others. In addition, some members of the school community have health conditions that are negatively affected by fragrances worn by others. In those circumstances, students will be asked to refrain from wearing fragrances to school.

Visitors

All visitors must sign in and out through the front office. Please advise the front office staff if you are expecting a visitor to your classroom. For complete information, refer to the policies

Lesson Plans

Each teacher shall make adequate daily and long-term preparations and shall have adequate plans available for use by substitutes.

Student Assessment Team (SAT)

The Whittier Student Assistance Team meets once a week. The primary purpose of the team is to make decisions / recommendations about the students who are struggling at Whittier Elementary School. If teacher intervention produces unsuccessful results, students are referred by the teacher to the student's counselor.

Whittier Information

Lamination

There is one lamination machine available at Whittier for staff to use in the work room. Please make sure to properly warm up the laminator. Due to the high cost of laminating materials and maintenance cost, and please use Whittier's lamination machine with caution and care. Please communicate Marci Cooper for any lamination questions.

Book Binding

There is one binding machine available for teachers to check out and use. Please do not permit students to use this machine. Staff may check this equipment out through the print room staff. Units should order the necessary materials for using this machine.

Sonitrol Security System

Our school is protected by the Sonitrol Security Company. This company has installed sensors in all outside doors as well as sensitive microphones throughout the building, and actively monitors our campus whenever it is unattended. Entering a building without first turning off the Sonitrol system will cause police to respond.

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our building using the number provided to you by the administration. Instructions for use of the Sonitrol key panel are located in the Appendix. Never write your Sonitrol code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. Whittier is charged for every false security alarm!

Turning the System Off (to enter the building)

When you enter through a designated entry / exit door, the keypad will "beep" to remind you to turn the system off.

1. Open the Sonitrol Box.
2. Push the far right arrow.
2. Enter your access code.
3. Press enter (#).
4. The WAIT light will illuminate briefly, then go off.
5. The OFF light will illuminate. This means the system is off and you are cleared to enter.
6. Sign in to indicate that you are in the building.

Whittier Information

Turning the System On (to leave the building)

Before you begin, check to be sure the OFF, SYSTEM READY and AC POWER lights are illuminated. Do not prop open any doors—this will keep the system from approving your request.

1. Open the Sonitrol Box
2. Enter your access code.
3. Press AUTO ON
4. Press ENTER (#)
5. The WAIT light will illuminate briefly, then go off
6. The ON light will illuminate. This means the system is now on. The pad will begin to “beep” slowly.
7. Leave the school immediately through the designated Entry / Exit door

Work Day

According to state law, district policy, and as stated in the Collective Bargaining Agreement [Section 9.01 A], “The normal working day for full-time employees shall be seven and one-half (7 ½) hours, inclusive of the duty-free lunch period, as assigned by the District.

At Whittier Elementary School, the normal work day for certificated staff is from 8:00 to 3:30 pm, except for those days with modified work schedules or when a work day extension has been scheduled.

Keys

If you do not have a key to get into the building, please see the Office Manager and keys will be issued to you with the approval of an administrator. Please follow these guidelines for school keys carefully:

1. Always keep your building keys with you. Keys are never to be given to students.
2. Sign a record for each key issued to you.
3. In the event of a lost key, the principal should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
4. Do not duplicate keys. This is a serious violation of district procedures.
5. Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.
6. Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with the Office Manager annually.

Whittier Information

Substitutes/Guest Teachers

Guest Teachers are a critical part of the smooth operation of the education program at Whittier Elementary School. Staff are expected to carefully prepare for any absence, whether pre-arranged or sudden. You should speak frequently with your students concerning your expectations for behavior and activity at any time when the class is being taught by a guest teacher.

1. Each teacher will complete a substitute procedure form to be kept in the office. Location of lesson plans, current seating charts, class lists and other pertinent information should be clearly available.
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall make adequate plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals.
4. Preferred guest teachers can be requested through the district's automated substitute calling program. Staff with questions about this system should ask for help from Marci Cooper.

Staff are responsible for informing the district of any absence by calling the Automated Sub System or by logging in to the system from the district website. (See Appendix.) Staff must log in or call in to the system personally; the office can not call a substitute for you.

Late Start Procedures for Weather or Other Emergencies

Staff are expected to make all safe efforts to arrive at work at the usual time in the case of a late start.

Notification of Late Start Schedule

Whittier staff will receive phone call notification if school will be starting late at Whittier. When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, we highly recommend that you listen to the major area radio and TV stations. Most radio and television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

Early Dismissal Procedures for Weather or Other Emergencies

In the case of an early dismissal from school for weather or other emergencies, staff are required by contract to remain on campus until all students have been safely dismissed.

To Call for a Substitute – Guest Teacher

Call 252-2894 for the Automated Telephone Substitute Request System

Enter your pin number

Enter #1 to enter your absence information. Follow the prompts

Enter # 5 to review, cancel or modify your absence information

Whittier Information

Whittier Substitute Shortage – Substitute Plan

EEA/UTE CBA 9.01.E

In the EEA Collective Bargaining Agreement, (CBA) section 9.01.E states “Each school shall develop a fair and equitable plan to cover assignments when a substitute shortage occurs. The plan will be published to all school employees prior to the first student day. The plan will address how to minimize the disproportionate impact on ESAs and specialists.”

Finding subs on short notice can lead to open vacancies that are very difficult to fill. Keeping this in mind, if you are ill or if you are planning on an absence for whatever reason, **it is very important that you get your request for a substitute in as soon as possible to reduce the chance of a vacancy. Please put in for an open job in SmartFind unless you have pre-arranged with a substitute. Do not wait to talk to someone in the office.** Each staff member is responsible for putting their own absences into SmartFind in a timely manner.

If you need any assistance in getting your SmartFind absence input, please contact the sub office automated absence recording first at 425-320-1337. If you are still having difficulties getting your absence recorded, see Marci Cooper.

The following steps will be used in order when a substitute shortage occurs:

- 1) Any staff participating in “on site work or district trainings will be directed and/or offered the opportunity to return.” (Previously scheduled DRA subs will not be reassigned.)
- 2) The following certificated staff members will be used, in a rotation, to cover for a classroom teacher (and their classes/program will be cancelled):
 - Brenda Rutledge (LAP/ELL para-educator)
 - Kathy Rodriguez (PM only)
 - April Ford (Reading Specialist)
 - Leon Storla (Math Specialist)
 - George Spencer (final option)
 - Jimm Kummerle (final option)
 - Jocelyn Sievers-Bailey (final option)
- 3) Marci Cooper will contact Whittier teachers to identify specific planning time blocks in which coverage is needed. Staff will be time-sheeted for giving up their planning time to cover for a specific block of time.
- 4) Any specialist substitutes will be used to cover classroom teachers and that specialist (Library, PE, Music/Technology) will be cancelled. Teachers who miss planning time will be compensated.

School Board Policy and Procedure

As an Everett Public Schools employee it is your responsibility to review and be familiar with school board policies and procedures associated with RCW’s, WAC’s and negotiated agreements. You can access all school board policies in detail on the Everett Public School’s website: **www.everettsd.org** by clicking on the following pathway: ***Our District, School Board, District Policies.***

Important Information

EVACUATION PLAN

The "X" indicates the head of the line and where teachers will be standing.

The diagrams below represents the specific placement on the fields.

Whittier Playfield

22	X	Storla
21	X	Johnson
20	X	Allen
19	X	Shearer
18	X	Windrick
17	X	Hills
16	X	Buff
15	X	Fleischman
14	X	Schoop
13	X	Jensen
12	X	Hall
11	X	Koznek
10	X	Himmelman
9	X	Call
8	X	Safley
7	X	Olsen
6	X	Coburn
5	X	Zacky
4	X	Hull
3	X	Gerla
2	X	Franco
1	X	Delanty

**Tony Wentworth, Office Staff, Counselor,
Support Staff**

Evacuation Procedures

General Procedures for Evacuation

If a fire alarm goes off, teachers will evacuate their students from classrooms and move to the playfields. Teachers will line up at their number location on the 10th Avenue fence line.

During ALL Alarms (Including Fire Drills)

Teachers will evacuate their classes and bring their emergency backpacks & attendance sheets.

Make sure no one is left in the classroom, turn lights off, and close the door (leave unlocked).

Teachers are to lead their classes in a single file line to the assembly location in silence.

A green card will indicate that all students are accounted for in a class.

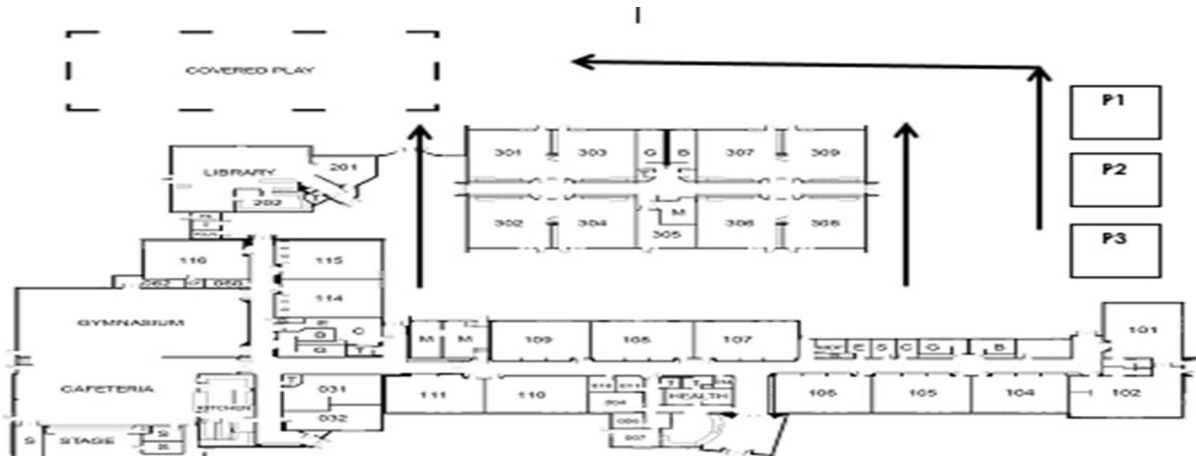
A red card will indicate that a student is not accounted for in a class.

Specialist, Lunch or Recess Periods

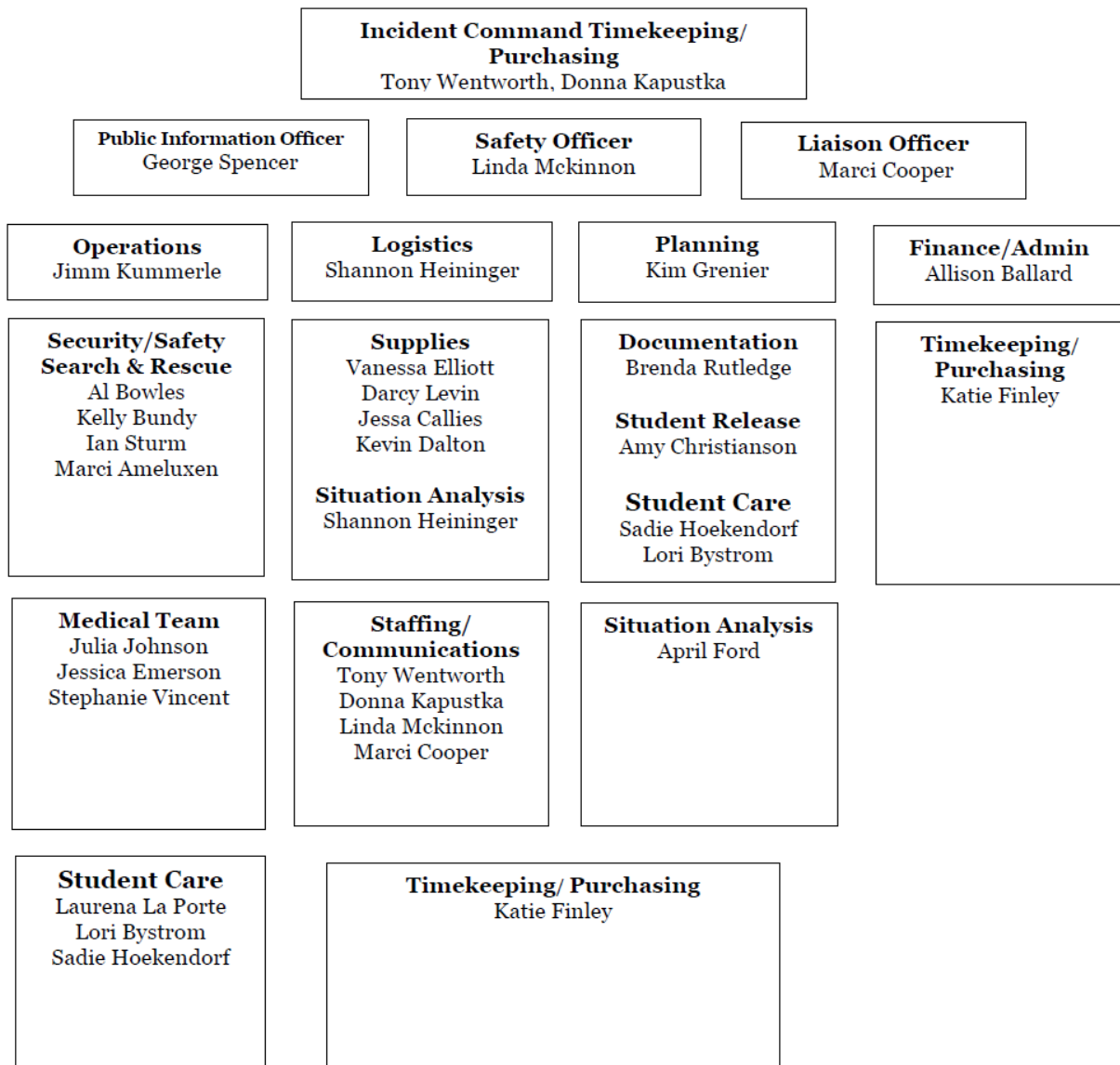
In all circumstances, students will assemble with their regular classroom teacher at their designated class number location on the fence. Students should know their classroom number location. In the event that an alarm sounds during specialist time, lunch, recess, or any time that students are not with their regular teacher, they are to leave with the supervising adult through the nearest exit and proceed to the assembly location on the fence.

The "X" indicates the head of the line and where teachers will be standing.

The diagrams below represents the specific placement on the fields.



INCIDENT COMMAND SYSTEM ORGANIZATIONAL CHART





District Policies and Procedures

District policies are adopted by the Everett Public Schools Board of Directors, based on laws and regulations. Procedures are developed by administrative staff to implement Board adopted policies.

The following pages provide some of the most frequently referenced policies and procedures, along with an example of how the policy/procedure would apply in a specific situation.

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Policy/ Procedure	Title	Description	Situation to apply
SERIES 1000 – BOARD OF DIRECTORS			
1400S	Board Meeting Schedule	Yearly schedule of school board meetings	<ul style="list-style-type: none"> To attend a school board meeting or refer someone to a meeting.
Policy/ Procedure	Title	Description	Situation to apply
SERIES 2000 - INSTRUCTION			
2125P	Web-based Resources and Other Online Educational Services	The availability of innovative online technologies to engage students in relevant learning opportunities.	<ul style="list-style-type: none"> Before providing/piloting web resources Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program Before notifying parents of approved web service not part of an adopted instructional program
2145P	Suicide Prevention	Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors or have attempted to harm themselves.	<ul style="list-style-type: none"> While assessing the risk of student's mental health In the event a student suicide occurs or is attempted When looking for suicide prevention resources
2150P	Co-Curricular Program	Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students.	<ul style="list-style-type: none"> Before implementing a new co-curricular activity. While reviewing the qualifications/criteria for a co-curricular program. Cross-reference to 2150.
2151P	Interscholastic Athletics/Activities	The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students.	<ul style="list-style-type: none"> When a new coach has been hired. When assessing a student's eligibility for athletics/activities. When a parent/guardian has questions regarding a student's eligibility. When a guardian requests to transport a student to/from an event. If a student is found potentially in violation of the code of conduct. When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport. If a student of the opposite gender requests to participate in an interscholastic program.

Policy/ Procedure	Title	Description	Situation to apply
<u>2153P</u>	Student Group Meetings (Limited Open Forum)	Groups of secondary students want to organize for co-curricular or non-curricular purposes and hold meetings in school facilities.	<ul style="list-style-type: none"> • When a non-curriculum group requests principal recognition of co-curricular status. • Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities.
<u>2210P</u>	Special Education and Related Services for Eligible Students	Students whose disabilities adversely impact educational performance and who require specially designed instruction. Ensure that disabled students are identified, evaluated, and provided with appropriate educational services.	<ul style="list-style-type: none"> • When reviewing insurance or funding for student's special education provisions and services. • Before engaging with parents/guardians on the student's Individual Education Plan (IEP) • Before referring a child for special education and related services. (Child Find) • Before transitioning a student to special education services or vice versa. • Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing.
<u>2211/2211P</u>	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973	Ensure that disabled students within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.	<ul style="list-style-type: none"> • Before accommodating a student with disabilities(s) or impairment (s) in any school service/program. • Before disciplining, a student recognized to have a disabling condition. • When referencing or complying to Section 504 and/or IDEA. • When placing a student in a program not operated by the district. • Before taking action to resolve a legal dispute regarding a student with disabilities.
<u>2311P</u>	Selection and Adoption of Instructional Materials	Procedures for adoption and approval of instructional materials.	<ul style="list-style-type: none"> • Before implementing a social studies adoption. • Before establishing a Curriculum Review Committee • Before establishing an Instructional Materials Committee or adding a new member. • Before deciding upon a referral for the school board to review. • If an affected staff member would like to appeal a materials decision. • For parents to challenge a curriculum or excuse a student from participation in curriculum.

Policy/ Procedure	Title	Description	Situation to apply
2320P	Field Trips	Field trips are natural extensions of the curricular, co-curricular, and interscholastic programs and are opportunities for students to participate in activities and gain learning experiences that cannot be duplicated in the classroom or on the school site.	<ul style="list-style-type: none"> • To obtain approval from building administration to organize/plan a field trip. • Before making financial arrangements for a field trip. • Before planning a field trip and communicating to parents/guardians. • Before approving a volunteer adult supervisor for field trips/events. • While reviewing the plausibility of a disabled student participating in a field trip. • When transportation is required through staff members or non-employee drivers. • When preparing for student health care needs, insurance and emergencies on field trips. • When experiencing issues with a student on a field trip.
2321P	Guest Speakers	The district may provide for the use of guest speakers and have procedures for their use and approval including notification of parents/guardians.	<ul style="list-style-type: none"> • Before requesting a guest speaker. • Before the approved guest speaker visits the classroom. • Information for guest speakers to read relating to the topic of government and democracy. • Speakers that are elected or are running for office • Cross reference: 2321 and 2331
2331/2331P	Controversial Issues	The district offers courses of study to afford learning experiences appropriate to the level of student understanding.	<ul style="list-style-type: none"> • Before presenting a controversial topic or class to students. • Obligation for staff to be fair and impartial while facilitating classroom discussions • Before allowing a controversial speaker to present. • In the event a student does not wish to attend a controversial presentation.

Policy/ Procedure	Title	Description	Situation to apply
2340P	Religious-Related Activities and Practices	The district complies with the United States and Washington State constitutions, federal and state law, and the decisions made by the respective courts in making decisions regarding religious-related activities and practices.	<ul style="list-style-type: none"> • Before instructing in a discipline that may have a religious dimension. • If student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs. • Before planning an activity focused on a holiday. • If a student engages in devotional activity during school programs or in activities before or after school on site. • If a parent/student is aggrieved by practices or activities conducted in the school or district.
2410/2410P	High School Graduation Requirements	Graduation requirements have been established to ensure students are prepared for post-secondary education, training and career with 21st century skills and the foundations needed for lifelong learning.	<ul style="list-style-type: none"> • Before the class of 2021 starts grade 9. • Before implementing a new secondary course study. • When reviewing a student's graduation requirements.
SERIES 3000 - STUDENTS			
3122P	Attendance	Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Teachers will keep a record of student absences and tardiness.	<ul style="list-style-type: none"> • Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures.
3200	Student Rights and Responsibilities	Assuring learning experiences to help all students develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens.	<ul style="list-style-type: none"> • Quick reference guide to district policies and procedures related to student rights, conduct and corrective actions.
3204/3204P	Prohibition of Harassment, Intimidation and Bullying	The district maintains a safe, respectful and secure learning environment for all students that is free from harassment, intimidation and bullying.	<ul style="list-style-type: none"> • Reference for steps to take to identify, report, and address HIB and for staff interventions.
3205/3205P	Harassment	The district maintains a learning environment for students that is free from all forms of discrimination, including harassment based on any legally protected status or characteristic.	<ul style="list-style-type: none"> • Definition of harassment, complaint process and corrective actions.
3210/3210P	Nondiscrimination	The district provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program.	<ul style="list-style-type: none"> • Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined.

Policy/ Procedure	Title	Description	Situation to apply
<u>3213/3213P</u>	Transgender Students	The district provides an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression.	<ul style="list-style-type: none"> Definitions and specific steps for compliance with local, state and federal laws concerning transgender students.
<u>3224/3224P</u>	Student Dress	Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance.	<ul style="list-style-type: none"> When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives.
<u>3231P</u>	Searches of Students and Their Property	Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	<ul style="list-style-type: none"> Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee.
<u>3232P</u>	Searches of Lockers, Desks, and Storage Areas	A student's locker, desk, or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee.	<ul style="list-style-type: none"> Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee.
<u>3244/3244P</u>	Students Riding School Buses/District Provided Transportation	The denial of the privilege of riding the bus is reserved for the principal or their designee.	<ul style="list-style-type: none"> When a student's conduct on a school bus merits corrective action.
<u>3245/3245P</u>	Technology	To help ensure student safety and digital citizenship in appropriate, ethical online activities, students will be educated about appropriate use of district technology and online behavior.	<ul style="list-style-type: none"> Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have been used inappropriately. Inappropriate actions with other individuals on websites; cyberbullying awareness and response.
<u>3246P</u>	Use of Personal Electronic Devices	Personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices are integral tools in our society and their classroom use is encouraged.	<ul style="list-style-type: none"> Guidelines for student use of PEDs in the classroom and steps for violation of rules.
<u>3300</u>	Corrective Actions	All students shall submit to the rules of the district and the school they attend.	<ul style="list-style-type: none"> Definitions of staff professional judgement in enforcing district and school rules.

Policy/ Procedure	Title	Description	Situation to apply
<u>3311</u>	Emergency Actions	A student may be removed immediately from a class, subject or activity by a teacher or administrator provided that they have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school staff or substantial disruption of the class, subject, activity, or educational process.	<ul style="list-style-type: none"> • Process for removing student from class, school, or district property.
<u>3312</u>	Detention	Staff may detain students for minor infractions of school rules or regulations, or for minor misconduct.	<ul style="list-style-type: none"> • Process for assigning detention to a student.
<u>3318</u>	Discipline of Special Education Students	Guidelines for the discipline of students with an Individualized Education Program (IEP) or related services.	<ul style="list-style-type: none"> • When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion.
<u>3319/3319P</u>	Use of Physical Restraint and Isolation with Students	Physical restraint and isolation of a student should be avoided; however, on occasion it may be necessary to use physical restraint or to isolate a student to preserve the safety of students and staff.	<ul style="list-style-type: none"> • Definition of physical restraint and isolation, and district process for its use.
<u>3332/3332P</u>	Teacher Responsibilities and Rights	General provisions and procedures for teachers' responsibilities and rights for student behavior expectations.	<ul style="list-style-type: none"> • Defining student behavior expectations and teacher's rights, responsibilities and authority to maintain classroom order.
<u>3400/3400P</u>	Student Welfare	Staff are to conduct all school programs and operations in a manner that recognizes the health and safety of students.	<ul style="list-style-type: none"> • Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students
<u>3418/3418P</u>	Animals in Schools	Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program.	<ul style="list-style-type: none"> • Guidelines and restrictions for introduction of animals at school.
<u>3416/3416P</u>	Medication at School	Guidelines for the appropriate and authorized storage, administration, and monitoring of prescribed or non-prescribed medication on school grounds.	<ul style="list-style-type: none"> • When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school. • Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian. • Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school.

Policy/ Procedure	Title	Description	Situation to apply
3421/3421P	Child Abuse, Neglect and Exploitation	Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect.	<ul style="list-style-type: none"> Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation.
3530/3530P	Student Fund-Raising Activities	The solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools.	<ul style="list-style-type: none"> Guidelines and expectations to follow for student fund-raising activities.
3600P	Student Records	The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner.	<ul style="list-style-type: none"> Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records.
3610P	Child Custody	Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of his/her child, to visit with his/her child, or to remove his/her child from the school premises.	<ul style="list-style-type: none"> Defining rights of non-custodial parents to have access to the classroom, school-sponsored activities, and teaching materials. Guidelines for visits and/or releasing student to non-custodial parent.
SERIES 4000 – COMMUNITY RELATIONS			
4131P	Confidential Communi-cations	Staff shall follow all applicable laws, regulations and rules regarding release of information about students, personnel, and district programs.	<ul style="list-style-type: none"> Guidelines to follow if a student reveals confidential information that may put them or others in danger.
4205	Use of Tobacco or Tobacco-Like Products on School Property	In order to protect students from exposure to the addictive substance of nicotine and to set a smoking-free example for students, employees, students and all community members have an obligation as role models to refrain from the use of tobacco and tobacco-like products on school district property.	<ul style="list-style-type: none"> Guidelines to enforce the district's policy for no smoking cigarettes, electronic cigarettes, cigars or any other use of tobacco or tobacco-like products at schools, district buildings, district property and district-owned vehicles. Cross reference: Policy 5140

Policy/ Procedure	Title	Description	Situation to apply
4310	Contact with School/ District Staff	Certificated staff working at school sites shall be available to consult with parents, citizens, or students for one-half hour before and after the school day.	<ul style="list-style-type: none"> Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct.
4312P	Complaints to Board Members Concerning Staff	The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs.	<ul style="list-style-type: none"> Process to follow for filing/expressing a complaint regarding a staff member.
4314/4314P	Visitors and/or Disrup- tion of School Operations	Visits to schools by parents/ guardians, other adult residents of the community, and other educa- tors are welcome.	<ul style="list-style-type: none"> Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program.
4316P	Notification of Threats of Violence or Harm	Students and school employees who are subjects of significant, credible threats of violence or physical harm shall be notified of the threats.	<ul style="list-style-type: none"> Notification procedure for if/when credible threats are made and federal confidentiality obligations.
4340/4340P	Public Access to District Records	The district shall afford full access to public records concerning the administration and operations of the district in accordance with the Public Records Act. Access to student records is primarily controlled by the Family Educational Rights and Privacy Act FERPA (20 U.S.C. § 1232g. 34 CFR Part 99).	<ul style="list-style-type: none"> When a parent or community member requests to see or be provided copies of district records beyond their normal access online or in regular school communications. Jennifer Farmer (Business Services Dept.) is our Public Records Officer.
4411/4411P	Working Relationships with Law Enforcement, Child Protective Services and the County Health Department	District personnel shall maintain cordial working relationships with law enforcement, CPS and the county health department.	<ul style="list-style-type: none"> Protocols for interviews of students by law enforcement, CPS and the county health department on school grounds. Parameters for when a parent must be notified of such actions by the school administrator.
4412	Political Relationships with Governmental Agencies	The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.	<ul style="list-style-type: none"> Guidelines for staff to engage in political activity or who hold elective or appointive public office.
SERIES 5000 – HUMAN RESOURCES			
5010/5010P	Affirmative Action and Nondiscrimination	The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices.	<ul style="list-style-type: none"> Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA)

Policy/ Procedure	Title	Description	Situation to apply
5140	Tobacco or Tobacco-Like Products Use Policy	Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles.	<ul style="list-style-type: none"> Employees are subject to this policy, which includes rented or leased facilities to other agencies. Cross reference: Policy 4205
5150	Drug-Free Workplace	The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana (cannabis) per the Drug-Free Workplace Act of 1988.	<ul style="list-style-type: none"> Employees and patrons are subject to this policy. Workplace includes any district building or property, district-owned vehicle, or other district-approved vehicle used to transport students, off-district property during any school-sponsored or school-approved activity, event, or function.
5160/5160P	Sexual Harassment	All employees and volunteers will be provided a work environment free from sexual harassment.	<ul style="list-style-type: none"> When an employee or volunteer reports unwelcome requests for sexual favors, and other verbal or physical conduct of a sexual nature as a condition of employment, in employment decisions or it substantially affects the individual's work performance.
5161	Civility in the Workplace	The board commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics.	<ul style="list-style-type: none"> Board of Directors, employees, parents, volunteers, contractors and visitors are subject to this policy when uncivil conduct or other forms of disruptive behavior interferes with an employee's ability to accomplish their work and a school's ability to educate its students.
5215	Conflicts of Interest	The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest.	<ul style="list-style-type: none"> Any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest that interferes with the objective exercise of his/her district duties or for gain/advantage by virtue of his/her position in the district.
5225/5225P	Technology	Use of technology is to improve performance and achievement for all students and employees, and increase productivity and efficiency in day-to-day operations.	<ul style="list-style-type: none"> Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology.
5253/5253P	Maintaining Professional Boundaries between Employees and Students	All employees will maintain the highest professional, moral and ethical standards in interactions with students.	<ul style="list-style-type: none"> When an employee's behavior has no legitimate educational purpose, has the potential to abuse the relationship between the employee and the student, or violates legal and ethical standards of care.

Policy/ Procedure	Title	Description	Situation to apply
5320/5320P	Leaves of Absence	Consistent with the law, leaves of absence for non-represented employees may be granted.	<ul style="list-style-type: none"> • Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical.
5320.9/5320.9P	Family and Medical Leave	Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations.	<ul style="list-style-type: none"> • Applies to all employees who have worked for the district for at least twelve (12) months, and at least 1,250 hours over the previous twelve (12) months, except female employees who are eligible for leave for any period of pregnancy-related illness or disability.
5406/5406P	Shared Leave Program	The district has established and administers a leave sharing program for eligible employees to donate accrued leave.	<ul style="list-style-type: none"> • Employees are eligible for shared leave if they are suffering from, or a relative or household member is suffering from, illness, injury, impairment, physical or mental condition which is of an extraordinary or severe nature (meaning serious, extreme, and/or life threatening) or the employee has been called to service in the uniformed services and if the illness, injury, impairment, condition, or call to service has caused; , or is likely to cause, the employee to: go on leave without pay status; or terminate his/her employment.
SERIES 6000 – MANAGEMENT SUPPORT			
6114P	Gifts	Individuals and organizations in the community may wish to contribute additional supplies, equipment or monetary donations to enhance or extend the instructional program.	<ul style="list-style-type: none"> • Procedure for staff to follow if money or another type of gift is donated to a school or staff member.
6213P	Reimbursement for Travel Expenses	Travel expenses incurred by employees and board members while on approved travel may be reimbursed.	<ul style="list-style-type: none"> • Procedure for staff to follow during approved district travel.
6225P	Food and Beverage Consumption	Staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances the district may expend funds for food and non-alcoholic beverages consumed by staff and others while in the conduct of district business.	<ul style="list-style-type: none"> • Procedure for staff to follow when purchasing/providing food for school or district meetings.

Policy/ Procedure	Title	Description	Situation to apply
<u>6505P</u>	Video Security on School District Grounds or Property	The district is committed to maintaining a safe and positive environment for students, staff and visitors.	<ul style="list-style-type: none"> It is necessary to use video security on district property to ensure the safety of school staff, students and visitors; to protect district property; and to aid in the enforcement of district policies, procedures and rules.
<u>6531</u>	Care of District Property	Staff shall ensure buildings, equipment, furniture and motor vehicles are not abused.	<ul style="list-style-type: none"> District provided equipment, furniture, etc. should be maintained and treated with care.
<u>6540P</u>	School District's Responsibility for Privately-Owned Property	The district shall not make reimbursement for loss or damage to a staff member's personal equipment or material brought to school unless evidence can be shown that it was necessary or highly desirable for use in the school program.	<ul style="list-style-type: none"> If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage.
<u>6550P</u>	Data Security and Privacy	This policy provides guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safe-guarding the security of the data and the privacy of our students, staff and the district as an organization.	<ul style="list-style-type: none"> Staff members with access to personally identifying student information should consider themselves data users and are responsible to ensure the security of data. This procedure outlines obligations to ensure privacy of student information online following FERPA, COPPA and CIPA.
<u>6571P</u>	Lending of District-Owned Equipment and Books	This policy provides that school equipment may be removed from school property by students or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities.	<ul style="list-style-type: none"> If school equipment is to be used off the school site by a staff member, they must have prior approval from the principal and will be fully liable for loss or damage.