

JAMES MONROE STAFF HANDBOOK AND A-Z INFORMATION

James Monroe Mission Statement

Empower each student to become a resourceful, responsible, lifelong learner in a secure, positive learning environment where each person feels worthy and respected through the support of family, community, and staff.

We are glad you are on the James Monroe team. This staff A-Z handbook is also posted online and will assist in answering the many questions that arise in meeting the needs of our students and staff members.

Professional Responsibilities of All Staff

- **Responsibility for supervision of students at all times - THINK CHILDREN FIRST!** School staff members are responsible for supervision of students during the school day. Supervision includes greeting students at morning and recess pick-up, as well as monitoring common areas, restrooms, the cafeteria, the hallways, during all classroom activities, and during student dismissal in the locker areas. Work together with neighboring staff to coordinate supervision at times of student movement within the school and to buses and parent pick-up areas. Students can **never** be left in a classroom or be told to come to a classroom that does not have an adult supervising. When you have volunteers working in your classroom area, you are responsible for their prior approval and supervision, as well. Doors need to be locked when staff is not in the classroom or work space.
- **Responsibility for student safety** - Staff members are responsible for student safety throughout the school. If a dangerous situation is seen, it is each staff member's responsibility to report it to the principal immediately. Situations that should be reported include any inappropriate interactions, whether it be *students to students*, *students to staff*, *staff to students*, or *volunteers to students*. Appropriate verbal and non-verbal interactions involving students should be the norm. All accidents taking place on school grounds need to be reported to the office immediately. Please complete required paperwork with the principal on the day of the accident.
- **Responsibility for reporting to CPS** - Staff are required by law to report suspected child abuse to CPS. Because reporting and follow-through can often take time away from your primary job responsibilities, it is important that staff also report the suspected child abuse to the school counselor and/or the principal so they can assess the whole situation to determine what next steps need to be taken to properly ensure the safety of each of our students. They can also supervise students in classrooms to allow staff to make contact with CPS, as required, within 24 hours of suspicion.
- **Responsibility for professional use of district-provided telephone, internet, email, and passwords** - Staff are responsible for the professional use of the District's assigned telephone, computer, iPad, internet, email, and password according to District guidelines. District equipment may not be used for personal use. District documents such as telephone records and documents/materials stored on District property, including computers and files, are public record, which means the public has a right to view these documents if they follow the procedures and policies as outlined in our District's board policy. Do not communicate (write, email, say) anything that you would not want anyone to see on the front page of the newspaper. Do not use personal cell phones to text parents, as it could make your cell phone open to public records requests. If you have any questions, check with administrators first. Staff members should not be using school resources for personal business or personal cell phones when responsible for student supervision during the school day.
- **Responsibility to create a physically safe learning environment** - All windows and doors must provide unobstructed sight lines in your classroom and in work spaces used with students. When at all possible, the classroom or offices in schools should reflect student learning and work, balancing the creation of an attractive environment with student needs for a neat and orderly classroom that is not overly distracting or stimulating. Items should not be hung from ceilings.
- **Responsibility for student field trips** - As curriculum-based field trips are planned for your students, staff are responsible for following all District procedures and policies, paying close attention to field trip authorization requirements, timelines, and responsibilities. If you are planning any event involving James Monroe students, even when outside the typical school day or school year, you will need to get authorization from the principal **prior** to notifying parents/guardians. More detailed procedures are noted in the staff A-Z section.

- ***Responsibility of student information and student grades*** - Student information and student grades are confidential. Students may not have access to another student's information or grades. Parents cannot receive academic progress or phone information about other students. Staff is advised to be careful with this when involving volunteers in student tutoring. Also, student ID numbers should never be visible to other students, or adults working in the classroom, on lists or in any manner.
- ***Responsibility for fair and equitable discipline practices*** - Staff members need to implement fair and equitable discipline practices with students. As we implement fair and equitable discipline practices with students, it is necessary to follow all District and school-wide policies and procedures, as well as to take into account the severity of student behavior and the developmental maturity of the students and victims. Please see addendum for additional information regarding discipline policies and procedures.
- ***Responsibility for intervention and reporting of harassment, intimidation, and bullying*** - Students attending our school have a right to a learning environment that is free from harassment, intimidation, and bullying. It is each staff member's responsibility to intervene and report complaints and incidents of harassment, intimidation, and bullying according to the District's policies and procedures. Responsibility ranges from working with the victim to directly informing the alleged harasser that the behavior must stop, to notifying parents/guardians, to involving our school Administration and Counselor. The individual staff member receiving the complaint should work with the student and record actions taken. To report unresolved, severe, or persistent harassment, individual reporters may also contact the Administration at the targeted student's school or Robert Polk, the District Compliance Officer, and utilize the HIB Incident Reporting Form.
- ***Responsibility for implementing school-wide emergency plans*** - During a school-wide emergency, your responsibility is to follow the directions of the school administrator and implement the emergency plan. In preparation for a school-wide emergency, staff members are required to have an emergency family plan for their own family in place in the event that they are at school beyond normal work hours.
- ***Responsibility for implementing school-wide dress code*** - It is important that all staff follow through with implementing the school-wide dress code by enforcing district policies and school policies. The dress code is detailed in the Student & Family Handbook.
- ***Responsibility for following appropriate practices for the collection and handling of money*** - Staff members have the responsibility to follow the appropriate practice for collecting and handling money at school. The best advice for collecting and handling student money at an elementary school is *DON'T DO IT!* If you have questions, our Office Manager will assist BEFORE a request is made of families. The law requires specific procedures be followed.

Additional Expectations for Monroe Instructional Staff

Each classroom teacher is expected to communicate formally with families on a regular basis. Communication is often best done through a weekly or, at a minimum, a monthly newsletter. Copies of these communications are to be provided to the principal when sent. A currently maintained website can also meet this expectation. The district provides training on establishing a website on our school site. Everyone has a website attached to our school site. Guidelines for use are available.

Parents expect to see samples of student work as the year progresses. In classrooms, some assignments/tasks should be sent home throughout the semester when completed. Also, a strongly encouraged best practice is to establish a student work portfolio by the end of September. The portfolio should contain student work for Reading, Math, Writing, and Science. Grade level teams should decide at an early team meeting some common items that will be included across the grade level. Other items can be teacher-decided as representative of skill development. This portfolio is a way to share evidence of student learning with parents at conferences and when requested, as well as by other school support staff in deciding necessary intervention/support to make available.

Common Core standards have been developed to guide instruction. All classroom instruction should be planned to help students master and exceed these standards. Teachers use their professional judgment and district-adopted curriculum materials to help each student show progress in meeting and exceeding these standards. Learning targets and outcomes are to be shared with and articulated by students on a daily basis. Students learn best when engaged in relevant and rigorous activities that capture them at their current level of understanding and moves them beyond.

With our mission at James Monroe to empower students to be lifelong learners, teachers and all staff need to help students to see how each activity relates to life within and beyond the school setting.

Space is designated outside classrooms as shared space that is intended to provide a quiet space for small group work and support work with parents. Teachers need to work together in joint use of this space throughout the year, and teachers should not assume this to be their space by storing belongings on tables or in the adjacent area. The conference room in the office, when needed, can be signed out for use in meeting with parents, assessing students, etc. No classroom furniture or storage (tables, chairs, etc.) should be placed outside classroom doors.

Volunteer adult assistance is provided for teacher copying needs, and a box is available in the staff workroom. Please plan so that your requests allow a one week cushion before use.

It is our expected school practice that students at James Monroe walk silently in line when moving between classrooms as a sign of respect for students learning in other classrooms. As a component of our Positive Behavior Interventions and Supports (PBIS) approach, teachers are expected to teach and re-teach this behavior when needed. Expected behaviors should be taught and re-taught, as needed. The James Monroe Elementary school-wide behavior matrix should be visible in every classroom.

Thank you for your collaborative effort in creating life-long learners at James Monroe. The following section is a helpful, alphabetical listing of important instructions and information.

A – Z Practices

Below are some specific designated practices used at James Monroe.

AR	AR is online, and each year is up and running with new student lists by the third week of September. The principal has small incentive awards to provide students for meeting individualized and/or class AR goals. She can be invited to your class to acknowledge students meeting goals. AR is designed to encourage students to practice reading on a regular basis and allows them to demonstrate comprehension of what they read. AR is not an instructional program nor should it discourage competent readers from reading books other than AR books. Awards for points earned beyond 100 are awarded at the end of the year to 2 nd , 3 rd , 4 th and 5 th grade students. Each student should be taking tests weekly.
ASSEMBLY SEATING	See the seating chart provided each year for assemblies. Enter from either side of the cafeteria.
ASSESSING STUDENT PROGRESS	<p>Student progress is monitored and reported to parents formally in January and June. At times, parents ask why a child was doing so well in the previous year and is now having difficulties or is “at standard” performance. Remember that a “3” on the progress report is the expected grade for students who are appropriately mastering grade level standards. A “4” should be a rare grade, issued if a child is achieving above the grade level standard. Evidence of successful appropriate work that addresses standards of the grade should be available for parent review. A “4” moving into the next grade level should not look like a “2” for receiving teachers.</p> <p>The purpose of the progress report is to give parents specific information about a child’s progress in meeting identified learning standards. Parents will receive information about a child’s progress in three areas:</p> <ol style="list-style-type: none">1) Behaviors that Promote Learning: how a child learns2) Academic Performance: what a child has learned3) Learning Progress: how much a child has learned over time <p>Behaviors that Promote Learning Behaviors that Promote Learning are important for each student to learn in order to be successful in school. Examples include: cooperation with others, participation in discussions, respect for others, producing quality work, and using class time well.</p>

A student will receive a C, O, S or R to indicate current performance on Behaviors that Promote Learning:

- C – Consistently
- O – Often
- S – Sometimes
- R – Rarely

Academic Performance

The Progress Report will provide information on a child's progress in Reading, Writing, Communication, Mathematics, Science, Social Studies, Health, Fitness, Music and Visual Arts.

Each subject area identifies the Standards and a list of skills and concepts that represent the end of year Grade Level Expectations. Reporting for January is based on where a student should be at that time in the school year if on pace to meet grade level expectations by the end of the school year.

A student will receive a 4, 3, 2 or 1 to indicate current Academic Performance in each area:

- 4 – **Exceeding** standards
- 3 – **Meeting** standards
- 2 – **Approaching** standards
- 1 – **Below** standards

Learning Progress

Learning Progress describes a student's progress over time. A student may be performing below grade level expectation, but be making significant progress. Alternatively, a student may be performing at standard academically, but be making minimal progress. It is important that students of all developmental ability levels make adequate progress toward meeting or exceeding standards.

A student will receive a +, ✓ or – to indicate current Learning Progress in each area:

- + for **significant** progress
- ✓ for **steady** progress
- for **minimal** progress

Progress Report Comments

The comment section of the progress report is the one area you, as the child's teacher, can provide qualitative and anecdotal information specific to areas of strengths and needs unique to the student. It is important to keep in mind these progress reports are read and used by a wider audience than just the student and parent. Progress reports are often included in the body of evidence used to determine program placement in the child's educational future. Your comments also provoke powerful emotions; therefore, they provide you an opportunity to invite collaboration, affirm student success, and identify areas of need.

Purpose:

The comment section should be used to provide information about the student as a learner that is not already found in either the progress report itself or in the supplementary material which comprises the full report for parents.

Comments should help further explain:

- Scores which are different than others (e.g. the student is receiving all 3's and 4's, but has a 1 in Scientific Inquiry)
- Any score below standard with a statement from you on strategies employed in the classroom to help address those needs
- Significant changes from scores in a previous reporting period
- Previous communications you have had with parents – reinforcing, clarifying or reiterating
- The child's progress in relation to grade level expectations, but also what may be holding him/her back from meeting those standards

Comments should not:

- Compare the child to his/her peers
 - Convey information that cannot be supported by the evidence you've collected in the classroom.
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	<ul style="list-style-type: none"> • State sensitive or confidential information that is better shared in a parent conference • Be used to alert the parents of major concerns that have not already been discussed with them previously • Describe course content, activities, etc. • Convey demands upon parents that do not also include an explanation of how you are addressing needs and challenges in the classroom
ASSESSMENT SCHEDULE	Provided each year as appropriate for grade level
ATTENDANCE	<p>Record student attendance online before 9:00 am. Teachers have an “attendance/correspondence folder” that can be used to send information back and forth to the office. Please remember to send attendance notes you receive to the office daily. Also, please remind students who come in after 8:35 am that they should have a signed tardy note from the office. Those with a note should be recorded online as “tardy” by the teacher. Let the office know when a parent tells you a child is going to be out for some reason since the absence is marked “unexcused” if no note or call is received. Longer absences for trips or surgery require the principal’s approval, and the parent must contact the office before the trip.</p> <p><u>Everett Attendance Policy 3122P</u></p> <p>Absence Definitions</p> <p>To establish common attendance practices within and across all school levels, the following definitions will determine the appropriate category for absence reporting.</p> <p>Excused and Unexcused Absences</p> <p><u>Excused Absences</u></p> <p>The following are valid excuses for absences and tardiness and describe the process to have an absence or tardy excused.</p> <ol style="list-style-type: none"> Participation in a district or school-approved activity or instructional program. To be excused this absence must be authorized by a staff member and the affected teacher(s) must be notified prior to the absence unless it is clearly impossible to do so. Illness, health condition or medical appointment including, but not limited to, medical, counseling, dental or optometry. If the student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty. Family emergency including but not limited to a death or illness in the family. Religious or cultural purposes including observance of a religious or cultural holiday or participation in religious or cultural instruction. Court, judicial proceeding or serving on a jury. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview. State-recognized search and rescue activities consistent with RCW 28A.225.055. Absence directly related to the student’s homeless status. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010. Absence resulting from a disciplinary/corrective action (e.g., short-term suspension, or long-term suspension, emergency expulsion). As required by law, students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short- term suspension, will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade. Principal (or designee) and parent/guardian mutually agreed upon approved activity. This category of absence will be counted as excused for purposes agreed to by the principal (or designee) and the parent/guardian or emancipated youth.

For items B-I, the parent/guardian is expected to contact their school attendance office in writing **or** by phone to provide an explanation for a student absence within thirty (30) calendar days from the date of the absence.

To Contact the School in Writing

Parents/guardians may contact the school in writing to provide an explanation for a student absence. Such parent/guardian written contact can be in the form of a hand-written note, sent from the parent/guardian email address, or sent by fax. The written note should contain the following information:

- Student ID number and/or student name
- Date(s) of the absence
- Reason for the absence
- Parent/guardian name
- Parent/guardian signature (for hand-written notes)
- Parent/guardian phone number To Contact the School by Phone

To Contact the School by Phone

Parents/guardians may contact the school by phone to provide an explanation for a student absence. Such parent/guardian contact will be recorded in writing by school office staff to excuse the absence. Parents/guardians needing language assistance to provide a written note may use the district's Communication Line for Non-English Speaking Families by calling 425-385-4011.

The principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

Unexcused Absences

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria for an excused absence. Unexcused absences occur when:

1. The parent/guardian or adult student submits an excuse statement that does not constitute an excused absence as defined above; or
2. The parent/guardian or adult student fails to submit any type of excuse statement.

Length of Absence

The length of a student's daily absence per the definitions below determines if the absence will be recorded as a tardy, part day or full day absence.

Tardy/Part Day Absence

Students are tardy if they arrive after the published start time or leave before the published end time for school or class.

Elementary

At the elementary level, a student's attendance will be recorded as a part day absence from school if the student is more than thirty (30) minutes late or if the student leaves thirty (30) minutes or more early.

Secondary (Middle and High Schools)

At the secondary level, a student's attendance will be recorded as a period absence if the student arrives five (5) minutes or more late to class or leaves five (5) minutes or more early.

Full Day Absence

A full day absence is defined as a student failing to attend the majority of hours or periods they are scheduled to attend on that school day.

Elementary

At the elementary level, a student's attendance will be recorded as a full day absence when the student misses more than 50% of the instructional minutes scheduled for that school day. On a regularly scheduled school day, there are 6.5 total hours per day.

Secondary (Middle and High Schools)

At the secondary level, a student's attendance will be recorded as a full day absence when the student misses more than 50% of the instructional minutes or periods scheduled for that student's school day. On a regularly scheduled school day, there are seven (7) periods in middle school and six (6) periods in high school.

Prearranged Absences

Families should not schedule vacations or travel while school is in session. If a family vacation or travel must occur while school is in session, it must be prearranged prior to the absence and approved by the principal (or designee). Pursuant to item K above, the principal (or designee) may excuse up to five (5) school days for a prearranged absence per student each school year. Assignments requested for a prearranged absence will be provided to the student or parent if requested five (5) school days prior to the absence.

Response to Student's Failure to Attend School

A. Notice to Parent/Guardian

If a student fails to attend school, the student's parent/guardian will be informed by a notice in writing or by telephone whenever the child has failed to attend school after one (1) unexcused absence within any month during the current school year. The school shall inform the parent/guardian of the potential consequences of additional unexcused absences. If the parent/guardian is not fluent in English, the school must make reasonable efforts to provide this information in a language in which the parent/guardian is fluent.

B. Required Conference for Elementary School Students

If an elementary school student has five (5) or more excused absences in a single month during the current school year or ten (10) or more excused absences in the current school year, the district will schedule a conference with the parent/guardian and student at a reasonably convenient time.

The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. A conference is not required for students with five (5) or more excused absences if:

- (a) Written notice of the prearranged excused absence was provided to the principal (or designee); or
- (b) If a doctor's note was provided and an academic plan was in place to ensure the student did not fall behind while absent.

If a regularly scheduled parent-teacher conference day is to take place within thirty days (30) of the absences, the district may schedule the conference on that day. If the student does not have an Individualized Education Program (IEP) or a Section 504 Plan, the conference must include at least one (1) district employee, such as a nurse, counselor, social worker, teacher or community human services provider. If the student has an IEP or a Section 504 Plan, the team that created that program must reconvene.

C. Required Conferences for All Students relating to Unexcused Absences

After two (2) unexcused absences within any month, a conference will be held between the parent/guardian, student and school official to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty (30) calendar days of the second unexcused absence, the district may schedule the attendance conference on the same day.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

1. Adjusting the student's school, program or course assignments;
2. Providing the student more individualized or remedial instruction;
3. Providing appropriate vocational courses or work experience;
4. Requiring the student to attend an alternative school or program;
5. Assisting the student or parent/guardian to obtain supplementary services that might eliminate or ameliorate the causes of absence; or
6. Referring the student to a community truancy board.

If the parent/guardian does not attend the conference, the conference may be conducted with the student and the school official. The parent/guardian will be notified of the steps the school has decided to take to eliminate or reduce the student's absences.

D. After Five (5) Unexcused Absences

Not later than a student's fifth unexcused absence in a month, the district will:

1. Enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
2. Refer the student to a community truancy board; or
3. File a petition with juvenile court (see below).

E. Petition to Juvenile Court

For students under the age of seventeen (17), no later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year, the district will file a petition and supporting affidavit for a civil action in juvenile court alleging violation of the State's school attendance laws.

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year;
 2. An attestation that actions taken by the district have not been successful in substantially reducing the student's absences from school;
 3. A statement that court intervention and supervision are necessary to assist the district to reduce the student's absences from school;
 4. A statement that RCW 28A.225.010 has been violated by the parent/guardian, student or parent/guardian and student;
 5. The petition will include the student's name, date of birth, school, address, gender, race and ethnicity, and the names and addresses of the student's parents/guardians, the languages in which the student and parent/guardian are fluent, whether there is an existing individualized education program (IEP), and the student's current academic status in school;
 6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school/district, the history of approved best practices or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document signed by the parent/guardian and student;
 7. Facts that support the above allegations; and
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8. The relief requested.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court grants the petition and enters an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district shall periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

Students Found Dependent Pursuant to RCW 13.34

A district representative or staff member will review unexpected or excessive absences with a student who has been found dependent under the Juvenile Court Act and the adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parents/guardians, foster parents or the person providing placement for the student. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The district representative or staff member must proactively support the student's management of their school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.

Students Six or Seven Years Old

Students six (6) or seven (7) years of age, who have been enrolled in the district, are required to attend school and their parents/guardians are responsible for ensuring that they attend. Parents/guardians who wish to withdraw their children before the age of eight (8), and against whom no truancy petition has been filed, may withdraw the students from school. When a six (6) or seven (7)-year-old student has unexcused absences, the district will follow the steps described above under Response to Student's Failure to Attend School.

Discipline and Corrective Action

Any student who presents false evidence, with or without the consent of his/her parent/guardian, in order to wrongfully qualify for an excused absence will be subject to the same corrective action that would have occurred had the false excuse not been used.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.

Student Transfers

In the case of a student who transfers from one district to another during the school year, the receiving district will include the unexcused absences accumulated at the previous district. The sending district will provide this truancy information to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student. The information will include the online or written acknowledgment by the parent/guardian and student.

Community Truancy Board

	<p>A “community truancy board” means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the district and composed of members of the local community in which the student attends school. Prior to the 2017-18 school year, the district will enter into an MOU with the Snohomish County Juvenile Court to establish and operate a community truancy board.</p> <p>The district will designate and identify to the juvenile court a staff member to assist in the recruitment of community truancy board members, coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, establishing protocols and procedures with the court, coordinating training for members of the community truancy board, and sharing evidence-based and culturally appropriate promising practices. The district will also identify a person at each school to serve as a contact regarding excessive absenteeism and truancy.</p>
BEHAVIOR	<p>We implement a Positive Behavior Intervention and Supports (PBIS) approach to encourage positive behavior and teach what appropriate behavior looks like. <u>Please see the Discipline Addendum for further information regarding policies and procedures.</u></p>
CHILD CUSTODY	<p>1. Non-custodial parents have the right to access their child’s classroom or school-sponsored activities for the purpose of observing the class procedure, teaching materials, and class conduct, provided this does not disrupt the classroom procedure or learning activity. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities. These classroom visits need to be coordinated with the office and may require principal approval.</p> <p>2. If restrictions are made relative to the rights of the non-custodial parent to be kept informed of his/her student’s school progress and activities, the custodial parent will submit a certified copy of the court order, which curtails this right(s). If the other parent questions these rights, the parent(s) must return to the court for resolution.</p> <p>3. Unless there are court-imposed restrictions, the non-custodial parent, upon request, will be given grade progress reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries and will be allowed access to other educational records of the student, as requested under Everett Pubic Schools’ Records Policy.</p>
CLEANING SUPPLIES	<p>Labeled cleaning supplies (e.g., window cleaner, Comet, AJAX, Goo Gone, re-mark-able marker board cleaner, etc.) are <u>not</u> to be stored in cabinets in classrooms. No chemical cleaners should be brought from home and used in the classroom. All chemicals must have an MSDS sheet available at the school, which are stored in the office. Do not store any store-bought chemicals or cleaning supplies at school. Please review the MSDS or label for specific requirements concerning access to the product by children. Only cleaning supplies provided by custodial staff should be stored and used in student areas.</p>
CONFERENCE WEEK SCHEDULE	<p>There are two early dismissal schedules. One is for 75-minute early release (Learning Improvement Fridays). The other is for 12:20 pm early dismissal. Specialist schedules are distributed for the 12:20 pm dismissal. Small group support and academic interventions will be modified in delivery on all 12:20 pm early dismissal days. Support staff will often work individually with some students, but will also come into classrooms to assist those students and others near them throughout the morning. Doing so provides valuable updates to them on how students are handling the rest of their days on a regular basis. Remember these are support programs to assist struggling students, but classroom teachers are these students' primary instructors. Keep this in mind during conferences as you discuss student goals and progress.</p>
COPIES	<p>Students should not be sent to the office to have things copied during the day. Proper planning allows enough copies to be ready before the start of the school day. Most of the day, there is no one immediately available to make copies. Place things to be copied in the box in the Copy Room one week in advance. Attach a note that states “needed by.” Staff are always free to copy materials on any of our three copiers when not supervising/instructing students. Copy on front and back when possible. The Risograph should only be used for copying on tag board and construction paper. If a student loses a copy, it might help to have them do the handout on newsprint rather than sending him/her to the office for one or two additional copies.</p>

CURRICULUM NIGHT	Our annual Curriculum Night will be held after the start of school during September. Teachers are required to attend as a “call back.” Presentations on your program and curriculum for the year are expected. Please provide a copy of your presentation showing what will be shared with parents to the principal before Curriculum Night.
DISMISSAL BELL	Do not let students leave the classroom <u>until the 2:50 bell</u> even if parents are waiting. <u>Teachers</u> are to walk <u>all</u> students down to parent pick-up in front of the school. *Kindergarten exits from classrooms through Rooms 101 and 102. *First floor classrooms go out the main door. *Second floor classrooms 208, 221 and 222 go down the green stairs and out the main door. All other second floor classrooms go out the second floor NW door and down the cement stairs by the two portables. Teachers using that exit need to have a CAT15 key for the gate.
DISMISSAL & ERRANDS-STUDENTS	To ensure the safety of students as they pass from the classroom to the office, we will use the following wording: STUDENT IS DISMISSED AND WON’T BE RETURNING TO CLASS – Example: “Please send Luca to the office for dismissal.” STUDENT IS TO COME TO THE OFFICE, BUT WILL BE RETURNING TO CLASS – Example: “Please send Cleo to the office for a quick errand.” If a student was called to the office for a quick errand, and he/she hasn’t returned to class within five minutes, notify the office. STUDENT PASS – Tardy students are to check in with the office before entering the classroom to receive a signed tardy pass. The pass will facilitate changing the student’s status from an A (absent) to a T (tardy).
ELL TRANSLATORS	Interpreters are scheduled for student conferences. Please complete the ELL list in your mailbox with yes/no, when requested, whether or not you need an interpreter for the identified ELL students in your class. Also, include any others who need interpreters; i.e., if the parent does not speak English. Students should not be used as interpreters unless you are using student-led conferences with your whole class. An interpreter should be available for all ELL students having a conference since it is a major opportunity to give the parents a forum to share any concerns in their native language. See the principal for any exceptions to this. Usually, we have over 50 students who might be eligible for interpreters. The ELL paraeducator takes on this major coordinating task. Siblings will be grouped to make it convenient for parents. If you have more than one interpreted conference in the same language, we will try to put them back to back, but that can be a conflict with grouping siblings. Contact the principal or the ELL paraeducator if interpreters are needed outside of conference times.
EMERGENCY PLAN	See school-distributed EMERGENCY PLAN and know your individual role. Bring the yellow emergency backpack when leaving the classroom in an emergency.
END-OF-YEAR CHECK OFF LIST	When turning in your keys to the Office Manager at the end of the year, please also turn in the “End of Year Checklist” with all tasks completed to the principal with your signature. Also, turn in the “Summer Room Repair and Custodial Needs,” if you have any. Please lock all small electronic equipment in a cabinet or locking file cabinet unless instructed otherwise. Please leave media station and computers plugged in and connected.
FIELD TRIPS	Each field trip taken requires a teacher coordinator, in addition to the classroom teacher, to manage the process. If you are <i>Coordinating a Field Trip</i>: Pick up the Field Trip Approval and Check off Form and Instruction sheet <i>as soon as you know</i> your field trip dates and no later than 3 weeks prior to the trip. <ul style="list-style-type: none"> • Provide initial Field Trip Approval & Check Off form to the Office Manager <u>at least 3 weeks</u> before the trip for principal review/approval. • After approval, Field Trip Approval & Check Off form will be returned to the Coordinator with the Field Trip packet. FT packet contains 4 sets of consent forms, one set per teacher. Each teacher will use a set of consent forms with his/her name on the consent forms. Each set contains 1 Informed

	<p>Consent Notice (for student) and 1 Informed Consent Notice Adult Supervisor (for adult). Distribute to your teachers.</p> <ul style="list-style-type: none"> • Grade level Coordinator works with the Office Manager regarding any extra field trip costs (e.g. entrance fees), excluding transportation. Principal approval of costs is required. • Once the packet is filled out, return the Field Trip Packet & Field Trip Approval & Check Off form to the Office Manager for review by the principal no less than three weeks prior to the trip. • All Field Trip packet originals and the goldenrod check off list should be returned to the office after the FT. • Fill out the Transportation Evaluation Form, and return it to the Office Manager who will route it to Transportation after the Principal has reviewed it. <p>Classroom teacher Expectations Timeline:</p> <p><u>2 – 3 weeks before Field Trip</u></p> <p>Send out prepped packet to students <i>two weeks before field trip</i>. Packet includes:</p> <ul style="list-style-type: none"> • Teacher letter explaining field trip • Student permission form (filled out with teacher, field trip information, and return date of no less than 1 week before the field trip) • Adult/parent volunteer form (if applicable) • Sack lunch form (if applicable) <p><u>Five Days before Field Trip</u></p> <ul style="list-style-type: none"> • Turn in copies of the signed permission forms to the Office with a cover sheet including all students' names and whether their forms have been returned. (Health Room will use the copies to prep meds too.) • Turn in lunch order forms to the kitchen (if applicable). • Review Parent Volunteer information on approved volunteer list sent by district. <p><u>Day of Field Trip</u></p> <ul style="list-style-type: none"> • Pick up first aid kit and any student meds in the Health Room. Students with meds must stay with district staff. • Teachers review district field trip guidelines and review safety and behavior standards with students. • Take original permission forms on the trip. • After returning THAT DAY, return meds and first aid kit to the Health Room and turn in all original permission forms to the Office Assistant. <p>Office Manager Responsibilities:</p> <ul style="list-style-type: none"> • Submit filled out Field Trip Approval & Check Off form to the principal. Once signed, return it to the Coordinator with the Field Trip packet. • Once the Field Trip packet is returned to the Office, submit it to the principal for approval and signature. • Submit Field Trip Transportation request to the District. • After the FT, provide the Transportation Evaluation Form to the Coordinator. • All field trip original forms must be archived for 6 years.
FOOD AT SCHOOL	Gum is not allowed at James Monroe. Only store-bought packaged and labeled food can be provided to students at school.
HALLOWEEN	Halloween activities are discouraged. If instructional time is used at the end of October for Fall Harvest celebrations, it should have instructional benefit to students. Please limit activities that have no instructional value. Also, know that some designate Halloween as a religious holiday and District Procedure 2340P states, "a student may decline to participate in a school activity that is contrary to his/her religious convictions..." Costumes <u>of any kind</u> are not allowed at school for students or staff during this season.

ID BADGES	<p>*Please <u>wear your district ID badge daily</u> while at school. All visitors will wear visitor badges obtained when checking in with the office.</p> <p>*New badges are available if an employee is not able to produce his/her current badge at the time a new badge is issued. There will be a \$10 charge for the new badge.</p> <p>*Employees will not incur a charge for a name and/or location change to their badges.</p> <p>*Please contact the office and request a visitor without a district or visitor badge to return to the office.</p>										
INSTRUCTIONAL LEADERSHIP TEAM	<p>Purpose:</p> <ul style="list-style-type: none"> • Take collaborative responsibility for developing, revising, and implementing the School Improvement Plan goals • Keep the school mission in the forefront of all work • Evaluate progress toward meeting SIP goals by analyzing relevant data • Advocate for SIP initiatives through PLC work • Identify internal benchmark assessments and measures • Gather and present input from other staff members • Make recommendations to the staff (with supporting rationale) about school-wide decisions based on a whole-school perspective • Provide input for the State of the School Review (SOSR) <p>Term of Office:</p> <p>Guidelines</p> <ul style="list-style-type: none"> • Team members will be selected for a 2-year term. • Half of the team will be up for reappointment/selection each year. • The selection process will be held each year in May. • Incoming leadership team members will attend the June meeting with outgoing members. <p>Selection Process</p> <ul style="list-style-type: none"> • By May 1, the Principal will send out a copy of the MOE Leadership Roles document and a Leadership Team selection survey to each grade level. • The principal will collect the data, solicit information and meet with each candidate. • The principal will make the final decision based on the candidate who best represents the department needs and aligns with the role description, using the leadership team decision making process. <p>Leadership Team Survey Questions</p> <ul style="list-style-type: none"> • What do you believe are the biggest issues facing your grade level/department over the next two years? • List the top 2-3 people you feel would best represent your grade level/department and treat all team members with respect. <p>Consensus Process:</p> <ul style="list-style-type: none"> • Discuss Topic • Table share: <ul style="list-style-type: none"> ○ Everyone is encouraged/expected to voice his/her opinion or concerns once, in turn, before the team votes. ○ Not a time for discussions. • Vote by hand (hold up fingers to show your vote) • Criteria: <table border="1" data-bbox="440 1696 1419 1885"> <tr> <td>1</td><td>Strongly Disagree: Won't support it and will do everything in my power to make sure it doesn't come to fruition.</td></tr> <tr> <td>2</td><td>No: Don't like it; won't support it.</td></tr> <tr> <td>3</td><td>Ok: Like it, but will need help supporting it or following through with it.</td></tr> <tr> <td>4</td><td>Good: No problem supporting and following through.</td></tr> <tr> <td>5</td><td>LOVE it! Will support it and encourage everyone to join the cause!</td></tr> </table>	1	Strongly Disagree: Won't support it and will do everything in my power to make sure it doesn't come to fruition.	2	No: Don't like it; won't support it.	3	Ok: Like it, but will need help supporting it or following through with it.	4	Good: No problem supporting and following through.	5	LOVE it! Will support it and encourage everyone to join the cause!
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	<p>Votes of 3 or higher will be counted as favorable to the item on the table. 80% majority vote is required to pass a measure.</p> <p>Re-voting on an item may occur, but will be conducted on a different day.</p> <p>Meetings:</p> <ul style="list-style-type: none"> • The principal and assistant principal will prepare meeting agendas, distribute them in advance, and attend all meetings. • A recorder will take and distribute minutes to all staff. • Meetings will be held monthly between September and June. • No formal decisions will be made unless a majority of the ILT is present.
LESSON PLANS	<p>All teachers are offered a new lesson plan book annually. Planning on the computer may replace the plan book. Quality instruction is pre-planned, but open to modification in meeting student needs. Before instruction, plans should be in some "concrete" form (though it is understood that this "concrete" plan needs to be fluid and flexible to meet the needs of our students). <u>A plan book that can easily be found and followed by a guest teacher in an emergency is expected.</u></p>
LUNCHROOM	<p>Lunch Room Procedures:</p> <ol style="list-style-type: none"> 1. All teachers must walk their class into the cafeteria. 2. Students will have assigned seating by teacher. 3. All grade levels will have the opportunity to earn "free seating" on Fridays. 4. Students in grades 3, 4, and 5 will go to recess first, then lunch; therefore, classroom teachers must pick up classes in the cafeteria.
MAIL REQUIREMENTS	<ul style="list-style-type: none"> - No more than 4 pieces of paper should be placed in a standard size #10 (4" x 9.5") envelope. The postage rate goes up for anything over 4 pieces, and overstuffing envelopes jams the postage machine and causes delays in getting mail out. More than 4 pieces of paper should be placed in a larger envelope. - Standard size #10 envelopes can be left unsealed if you choose. The district's postage machine will seal them. Leave flaps down, <u>not nested/stacked</u> individually. - Any larger size envelope (report card size or larger) will need to be sealed. The district's machine does not seal anything larger than the #10 envelope. - All outgoing district US mail must have a district return address on each envelope. If we do not comply with this, we could lose our non-profit status. When using the school return address, please include your name so the office knows to whom to give returned mail.
MAP, FIRE EXT. & 1ST AID SUPPLIES	<p>See school Emergency Plan.</p> <p>Keep map posted near classroom door.</p>
MEETING SCHEDULES	<p>The second and fourth Wednesday of every month are reserved for certificated staff meetings, with the third Wednesday of the month being reserved for committee meetings and share out. All staff meetings will be from 3:00-3:30 p.m. unless otherwise noted as an extension. Extensions are designated at the beginning of the school year to help you plan accordingly. An annual schedule is posted near mailboxes, on the online school calendar, and in the staff lounge. <u>Appointments should not be scheduled on dates when staff meetings are scheduled. Please speak to the principal directly if you will miss a meeting.</u> Classified staff are invited to all staff meetings and will be compensated for meeting time if staying beyond the contracted work day. Time sheets need to be completed and the employee's name must be on the sign in sheet.</p>
NEWSLETTERS (classroom)	<p>Some form of family communication should take place at least monthly. A copy of <u>all materials</u> sent home to <u>all students</u> in a class should be put in the principal's mailbox in the office. This includes weekly or monthly newsletters that are required for each classroom. Classroom news is reviewed to support the program. Do not wait for approval to distribute. Student work sheets used to support academic goals do not need to be turned into the office.</p>

NEWSLETTER (school)	The school newsletter is sent home at the beginning of each month. Classroom teachers are invited, but are not obligated, to submit a paragraph to the Office Manager if they would like to share news school-wide. Please see the newsletter distribution schedule with submission due dates should you wish to share some information.
PAPER SUPPLIES	Do not use paper in the work room that is noted for particular groups (e.g. PTA, ELL, etc.). We have some strict budget guidelines that control the purchase of materials with government funds. Notify the Office Manager via the Supply Request form when paper or supplies of a particular type are running low so more can be ordered. We try hard to keep supplies available as needed. Use what you need, and use the end of the odd varieties of newsprint and uncommon colors of 9x12 construction paper that we have available from past years. We order teacher supplies that staff have identified. It remains important to let the Office Manager know when you take the last of an item. It is the principal's intent to replenish items needed by teachers as they run low. There is not a need for teachers to stock up for the year. We no longer do an annual order in January, but replenish as needed and as budget allows. It is recommended that school supplies (those listed on our supply list sent to every family) needed by students be purchased by students, and then the school will fill the gap for those who do not have the necessary items to be a successful learner (by donated supplies and by some purchases).
PERFORMANCE-EVENING	Students will now have their choir performance at Civic Auditorium (grades 1-5). The date for the 2017-18 school year is January 25 and is considered a required call back for certificated staff. Kindergarten students will still have their Spring Sing performance in May.
PLANNERS-STUDENT	An Assignment Planner is provided to each student in 5 th grade to keep track of required assignments and to aid in communication between teacher and parent. Their use is also training them to meet expectations when they get to middle school. We do not charge students for these planners so that all will be able to use them from the beginning of the school year. We have a limited supply available to students who lose the one provided. Replacements can be purchased in the office for \$5.00. A plastic folder of specific color for daily take home is provided to Kindergarten, 1 st , 2 nd , 3 rd & 4 th grade students.
PLAYGROUND RULES AND TRAINING	<p>Please walk your class out to the playground for recess throughout the year and please pick up students on time. Paraeducators need to move to other assignments after assigned release times and are not available to wait for teachers. Clarify the following rules on a regular basis:</p> <ul style="list-style-type: none"> • The need to walk between the cafeteria and playground covered area each day • The recess area includes the covered area, the field, and the play toys. All other areas are closed during recess since they are not visible to playground supervisors. Remind students to talk to the adults on the playground if they are having difficulty during recess. <u>Discourage them from using class time to discuss conflicts on the playground</u> that often have already been handled. • If you choose to provide additional outside recess training during the first weeks of school, please use the area designated to be used during recess when students are outside. If an AM break is needed in instruction for primary, <u>make it a weeding or garbage pick-up time instead of free play.</u> • Please train all students to walk silently in a line when moving through the building in a class group. Practice and remind them throughout the year. • Show students their line up place in the covered area (marked with room numbers), which will be used in the morning and after recess. • Doors to classrooms must be <u>locked whenever you are out of the room.</u> This policy is a safety requirement.
POLICIES & PROCEDURES (District)	Please refer to the attachment following page 18.
PURCHASING	All teacher-initiated, school-related purchasing must be completed before April 1 st .
RELEASE OF STUDENTS BY NON-CUSTODIAL PARENT	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 (RCW 28A.605.010 – removing child from school grounds during school hours).

SAFETY – FIRE AND LOCKDOWN	Review fire drill and lock down procedures in the James Monroe Emergency Plan.
SAFETY – LOCKING DOORS	All outside doors will be locked before 7:45 am and after 4:00 pm. Keep a key with you. Please keep classroom wing double doors locked and closed before 8:30 am and after 3:00 pm. If you see unexpected visitors in the building, ask them to check in with the office for a badge.
SAFETY – SCHOOL	<p>It is the duty and responsibility of all staff to make certain that all students are safe at all times. Students should not be left unsupervised. Also, the physical school, classroom, and site environments, as well as the actual emotional and physical safety for all of our students, should be constantly monitored. If at any time you have concerns about the well-being of students, please contact the principal. Please follow these tips:</p> <ul style="list-style-type: none"> • Remove coverings from windows and doors that restrict or impede the ability to visually supervise areas in immediate proximity. • Understand risk when meeting with a student or visitor alone. Have another adult or staff member present or keep doors and window coverings open. Better yet, meet in a common place like the school office or school library. • Lock doors and windows when not in use and when the classroom is unoccupied. • Lower all first-floor blinds in the evening and in classrooms 215 and 216. • Never give school keys or your personal security code to anyone to use. • Be careful when exiting the building after dark. Walk in pairs if possible. • Be firm and consistent in following building expectations and consequences for appropriate student behavior. • Report anything suspicious to the building administrator. • Make safety your highest priority.
SCHEDULES	Specialists and daily schedules are provided at the beginning of the year and posted by staff mail boxes.
SCHEDULE/ WORK DAY- INCLEMENT WEATHER	<p><u>Everett Association of Paraeducators and Paraeducators/Specialists</u> If schools are open and you are unable to report to work or work less than your scheduled hours, leave is without pay because of inclement weather.</p> <p><u>Everett Association of Educational Office Personnel</u> <u>Less than 260 Day Employees:</u> In the event school(s) are closed due to inclement weather, employees assigned less than two hundred sixty (260) days shall not report to school, and shall make-up the day later in the school year along with the students. In the event school(s) have a late start time due to weather conditions, employees with an annual assignment of less than two hundred sixty (260) days will be expected to arrive at school as close to the regular workday start time as is safe. Such employees may use personal leave or leave without pay if they do not report to work or work less than their scheduled hours because of inclement weather. Employees also may use compensatory time in accordance with normal District policies and procedures.</p> <p><u>Everett Education Association (Teachers, Counselors, OT/PT, etc.)</u> If schools are open, employees may use emergency leave personal days or leave without pay if you do not report to work because of inclement weather.</p> <p>Additionally, in the event school(s) have a late start time due to weather conditions or other emergency closure circumstances, employees will be expected to arrive at school as close to the regular workday start time as is safe. In the event school(s) have an early student dismissal due to weather conditions or other emergency closure circumstances, employees will be expected to remain on-site until the supervisory and safety concerns of students have been met. In such situations, there shall be no reduction of the employee's pay or deduction of leave benefits.</p> <p><u>Service Employees International Union</u> <u>(Custodians, Grounds, Food Service Workers)</u> If you are a food service worker and if schools are open, your absence is without pay if you do not report to work or work less than your scheduled hours because of inclement weather. See Section II for any clarification and web links to policy.</p>

SCIENCE KIT SCHEDULE	Schedule is provided to staff each year.
STUDENT SUPPORT	The Student Intervention Team will meet every Thursday, alternating between morning and afternoon. Teachers are expected to bring samples of student work, including specific data on prior interventions, to the SIT meeting. Please consult with support staff if you need suggestions for interventions.
STUDENT ID NUMBERS	Student ID numbers are confidential. Do not release student ID numbers to other students, and do not include student ID numbers <u>on any lists</u> . This number is confidential and is tied to the students through the end of high school. Students should <u>not</u> write this number on their supplies or books.
SUBSTITUTES	<p>Personal Absences All staff are responsible for logging personal absences into the District SmartFind system, whether or not your position has a substitute. The system can pull a report for you detailing how much leave you have used. For more help using the SmartFind system, please go online or call the Sub desk at x4111.</p> <p>Assigning Substitutes Assigning a specific person to sub for an upcoming absence requires specific steps in the system. You can either assign the system to call a preferred sub (if the sub does not accept within a specific time frame, it will call others), or assign a sub (do not assign a sub without talking with him/her first). Please make sure you look at the assignment information before confirming.</p> <p>District/Building-related Absences There are some district or building-related absences that the Office Manager will enter. If you are not sure who puts in for a substitute, please consult with the Office Manager. It is especially important for teachers that you provide the Office with three names of people who you would like as substitutes in your classroom so that the Office can start with them.</p> <p>Substitute Plans Teaching staff are responsible for having sub plans ready for subs by 8:00 am. Sub plans should be on your desk. If your absence is unexpected, you can send them to the Office Manager by 7:30 am so they can be included in the substitute binder.</p> <p>Positions that include student supervision need to provide pre-made sub plans to the office by the third week of September. Detailed plans for regular, LIF and 1/2 day should be made.</p>
TELEPHONE NUMBERS – RELEASE OF	Remember we <u>cannot</u> legally release phone numbers of parents and students to students and parents. Do not give out numbers or send them to the Office to get numbers. PTA has told all classroom parent reps that this is the law.
VETERANS' DAY	District policy states, "During the school week preceding the 11 th of November of each year, each building principal shall be responsible for the preparation and presentation of activities of at least 60 minutes throughout the week in observance of Veterans' Day. Please spend some time during class that week in activities that help students understand the holiday.
VISITS BY PARENTS	Absent court-ordered restrictions, the non-custodial parent may interact with his/her child during a visit to the school provided there is no disruption to the educational process or school procedures. The principal is responsible for verifying the parent's identity. Preferred identification is an entry in the student records system and picture identification. As a courtesy, the principal should notify the custodial parent, as soon as practical, if such a visit occurred.
VOLUNTEERS	Volunteers are required to complete registration and training before volunteering. Registration and training is online. A computer is available in the office for those not able to go online. No one is able to volunteer until the disclosure form has been submitted with the application, and the training has been completed. Please read the volunteer booklet, and adhere to those expectations for your parent volunteers. <u>Teachers</u> must verify that an individual is <u>approved</u> and trained before helping in the classroom or attending a field trip. Please consider thanking your volunteers at the end of the year. Talk with the Office to see if a Volunteer Appreciation activity is scheduled.

WITHDRAWAL FROM SCHOOL	<p>When a student leaves James Monroe in the middle of a grading period, it is important to provide the receiving school with some evidence of the progress that has taken place since the last grading period. We are using a revised form for this information. Please use this form, when it is provided to you, to give a quick overview of progress in reading, math, and writing. If a child leaves James Monroe within three weeks of the end of a grading period, please complete the progress report online, and print out a copy for the Office Assistant to include in the file when it is sent. You do not need to complete the withdrawal form since the progress report provides a much more detailed picture.</p>
WORKDAY TIME	<p>Each staff person is assigned working hours. Certificated staff hours are 8:00 am - 3:30 pm. For all other staff, the hours vary. Please contact HR if you are unsure of your working hours. All staff are expected to be in their assigned areas and engaged in school activities at that time.</p> <p>If there is a reason for you to leave campus during your work hours, sign out at the Office Manager's desk. It is very important to sign out even when running an errand or leaving for lunch. Be sure to sign in upon your return. If you are arriving late, please call the Office to inform of an estimated arrival time.</p> <p>For Certificated staff, the contract states, "The normal working day for full-time employees shall be seven and one-half hours inclusive of the duty-free lunch period, or no less than 40 minutes, as assigned by the district; provided, employees shall have the discretion to work the non-instructional portion of that time on or off site provided that the employee shall be on site 30 minutes before and after the student day for the benefit of students and patrols, except in the case of emergencies."</p>



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
3213/3213P	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.
3224/3224P	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.
3231P	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.
3232P	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.
3244/3244P	Riding School Buses	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.
3245/3245P	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.
3246P	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.
3300	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
3311	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.
3312	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.
3318	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.
3319/3319P	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.
3332/3332P	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.
3400/3400P	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
3418/3418P	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.
3416/3416P	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 Communications	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 Disruption of School Operations	Visits to schools by parents/guardians, other adult residents of the community, and other educators 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 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
6505P	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.
6531	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.
6540P	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.
6550P	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.
6571P	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.