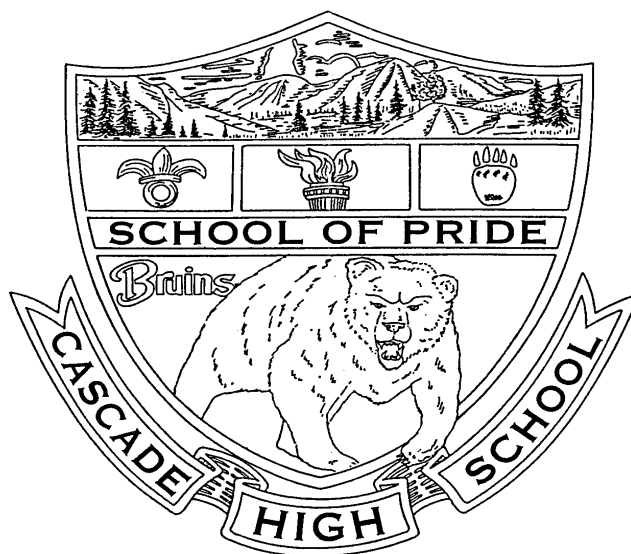


Cascade Staff Handbook

2015~2016



Cascade High School

"School of Pride"

801 E. Casino Rd. Everett WA 98203
Phone: (425)385-6000 Fax: (425)385-6002

Cathy Woods	Principal	(425) 385-6090
Robert Aguilar	Assistant Principal / Athletic Director	(425) 385-6016
Michael Takayoshi	Assistant Principal	(425) 385-6092
Matt Bennett	Assistant Principal	(425) 385-6091

Cascade's web page: <http://www.everettsd.org/cascadehs>

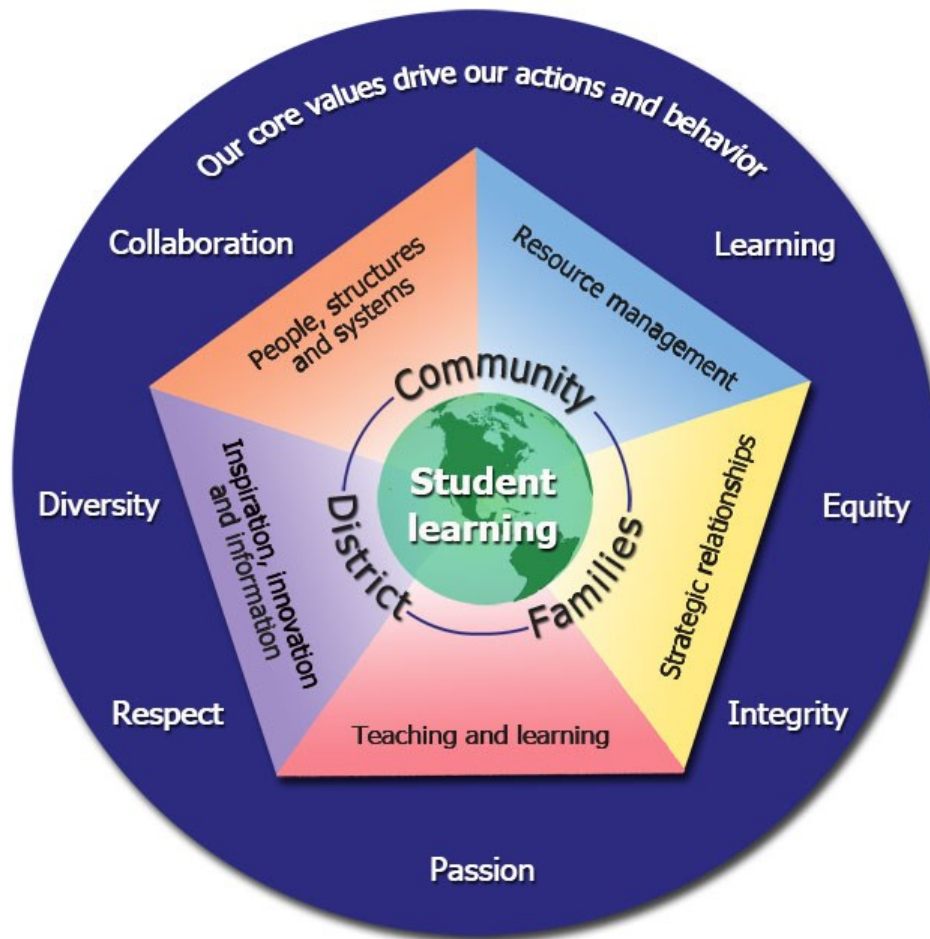
The Everett School District complies with all state and federal rules and regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Affirmative Action Officer, Carol Stolz, or the district's Title IX Officer, Randi Seaberg, 3900 Broadway, Everett, WA 98201.

Cascade High School Staff Handbook 2015-2016

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Everett Public Schools Vision

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

Everett Public Schools Mission

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

The Mission of Cascade High School

“Cascade High School is a caring community committed to fully developing each student’s academic, creative, emotional, social, physical and vocational potential by actively engaging each student in learning.”

2015-2016 CASCADE LEADERSHIP COUNCIL (CLC)

Our School Improvement Team meets the 2nd and 4th Monday of each month at 2:20PM in the Career Center. The purpose of CLC is to facilitate the implementation of the School Improvement Plan that was developed by the entire staff. The School Improvement Team is composed of the team leaders from each of the grade level and/or content teams, the leaders of the action teams and the administrative team.

CLC Dates:

September 14 & 28	February 8 & 22
October 12 & 26	March 14 & 28
November 9 & 23	April 11 & 25
December 14	May 9 & 23
January 11 & 25	June 13

Content Team Leaders:

Business/Technology	Jodi Galli
Counseling	Kim Taylor & Raj Kleckley
English	Michelle Crews
Fine Arts	Ann Morgan
Math	Lisa Olson-Kelly , & Bree Andrist
Office Professionals	Ros Resch
Paraeducators	Jill Jackson
PE	Jake Huizinga & Bill Hull
Science	Jack McLeod, Aimee Sage, & Brian Cherniak
Social Studies	Melissa Webster
Special Education	Kip Brierly
World Language	Jamie Farman & Kathy Lockwood

Administrative Team:

Principal	Cathy Woods
Assistant Principal/Athletics	Robert Aguilar
Assistant Principal	Michael Takayoshi
Assistant Principal	Matt Bennett

Department Coordinator Information

Election Process of Department Coordinator

1. Department Coordinators will serve two year terms. The current practice of staggering the terms so that only 1/2 of the departments select Department Coordinators each year should/will continue. There will be no limit as to the number of terms that a person can serve as Department coordinator. It will continue to be permissible for two persons to share the chairing of any department.
2. The determinations of who shall be the Department Coordinator for any department shall be determined solely by a vote of the members of that department. Part-time department members who teach two or more classes in a subject area are eligible to vote in both department elections.

If no department members object, the members may decide to not hold a formal election and appoint a Department Coordinator by consensus.

3. In the spring, the principal shall choose one department to assist each department needing to select its department coordinator(s) for the next two years. Each department coordinator so selected by the principal to monitor the selection process will then place a notice in the box of each department member notifying them of the upcoming election and requesting that those who would like to seek the position notify them. These names will then be printed on a ballot, prepared so as to discourage reproduction. All ballots are to be turned in to the principal. The principal and supervising department coordinator will jointly count them and announce the winner. If no candidate receives over one-half of the votes, then a run-off election will be held between those who finished in the top two positions. In the event of a tie, a second election will be held involving the two top vote getters. If a tie still exists, then the department coordinator will be that person who has least recently held the position, unless both candidates agreed to a joint chairmanship. If either rejects a joint chairmanship and neither has ever held the position, then a coin toss will determine the winner.
4. All current department coordinators will be permitted to complete their current terms and may seek re-election if they wish to do so.

School Events Calendar

Any staff members requesting a calendar/event addition or change, please see Darcie Cooper & Michael Takayoshi for approval prior to any official change to the School Events Calendar. Staff members are expected to consult the School Events Calendar for possible conflicts when planning events. Events that will take place outside of the regular school day on the Cascade Campus require an approved Facilities Use Permit (FUP), which is available from Jana Kosiba. A FUP must be submitted in time to effectively notify other organizations which use our campus. Use of the cafeteria during the school day must also be scheduled through Michael Takayoshi.

Designated Meeting Nights for High Schools are the first, second and third Wednesday of the month; first Thursday of the month (on dates that are shared with Superintendent's Leadership Team events will be planned at a time that will not conflict); third Tuesday of the month (does not include graduation). Meeting on any other night requires approval of our elementary and middle schools.

Staff Meetings

These meetings are intended for all Cascade High School staff and will begin at 2:10 pm in the library. By contract, attendance is required for all certificated staff; other staff members are encouraged to attend. Certificated staff who may not able to attend a staff meeting are expected to discuss the need to be absent with an administrator prior to the meeting. A make up meeting will be held at 6:45 am the following morning in the Career Center.

September 23: 2:10-3:00	February 17: 2:10-3:30
October 21: 2:10-2:30	March 23: 2:10-2:30
November 18: 2:10-3:30	April 20: 2:10-3:30
December 9: 2:10-2:30	May 18: 2:10-2:30
January 20: 2:10-3:00	June 8: 2:10-3:00

CALENDAR ITEMS

Grading Periods

The academic year at Cascade High School is divided into two semesters: First semester starts September 9rd, and second semester starts February 2nd.

Other Non-standard Days

The following is a list of other important dates during the school year.

First Semester

September 3	Welcome Back! - LID Day
September 7	Labor Day Holiday
September 8	Individual Directed Workday
September 9	First day of school for students
October 9	Teacher Work Day. No School for Students.
Date TBD	1st Quarter Ends
November 11	Veteran's Day, no school
Date TBD	1st Quarter Grades due
November 25	Students/employee early release
November 26-27	Thanksgiving Break, no school
December 21-January 1	Winter Break, no school
January 18	Martin Luther King Jr. Holiday, no school
January 29	2nd Quarter/ 1st Semester ends

Second Semester

February 1	Teacher Work Day. No School for Students.
Date TBD	1st Semester grades due
February 15-16	Midwinter Break, no school
March 11	Teacher Work Day. No School for Students.
April 4-8	Spring Break, no school
Date TBD	3rd quarter ends
Date TBD	3rd quarter grades due
May 30	Memorial Day, no school
June 10	Early Release for all Students (2 1/2hours)
June 21	Last student day, early release
Date TBD	4th quarter/2nd semester grades due
Note: Emergency make-up days will be added to the end of the school year.	

Learning Improvement Fridays (LIF)

LIF days occur on designated Fridays at the end of the school day. The purpose of this student early release time is to provide a resource for school improvement work that consequently protects both instructional time for teachers and students, and the individual preparation activities that have a direct impact on student learning.

Administrator-facilitated Fridays

Administrators will engage with collegial teams on matters related to the continuous improvement of instruction, school programs, professional growth, student learning opportunities and best instructional practices. Agendas and notes are part of this activity. Larger staff meetings might be needed to facilitate this work. Singletons and partial FTE staff will work with their principal to develop a plan regarding their use of this time.

Employee-facilitated Fridays

Employees will engage in the implementation of programs and classroom instruction, which may include but not be limited to, planning lessons and units, scoring and analyzing students' work, using the data to plan next steps, and/or collaborating with their colleagues in this process.

Administrator-facilitated Fridays

9/18
10/2
11/6
11/20
12/11
1/8
1/22
2/5
2/19
3/4
4/15
4/29
5/13
5/27
6/17

Employee-facilitated Fridays

9/11
9/25
10/16
11/13
12/4
12/18
1/15
1/29
2/12
2/26
3/18
4/22
5/6
5/20
6/3

Staff Call Backs

Wednesday, October 8th - *Curriculum Night*

Thursday, March 5th - *Open House*

Additional Call Back—*TBD*

Administrative Responsibilities

Cathy Woods – Principal

Responsibilities:

- ♦ AP Equal Opportunity Schools Project
- ♦ AVID (Primary)
- ♦ Budget
- ♦ CLC
- ♦ Master Schedule (Secondary)
- ♦ Middle School Transition (Primary)
- ♦ Natural Leaders
- ♦ On Time Graduation
- ♦ PBIS (Secondary)
- ♦ Professional Development
- ♦ PTSA
- ♦ School Improvement Planning/SOSR/8-step
- ♦ Staff Meetings
- ♦ Student Registration (Primary)

- ♦ Student Supervision
- ♦ Discipline, IEP's, and Attendance for GOAL students

Curriculum Area/Departments:

- ♦ Science
- ♦ Visual and Performing Arts
- ♦ GOAL
- ♦ Physical Education

Supervision and Evaluation:

Certificated Staff:

Anderson, Linda
 Beebe, Isolde
 Bertrand, Steve
 Cappello, Laurie
 Cherniak, Brian
 DeBenedetti, John
 Griggs, Kimberly
 Haug, Roger
 Hodgins, Rhonda
 Huizinga, Jake
 Hull, Bill
 Lindenstein, Sharol
 McKay, Bridget
 McLeod, Jack
 Morgan, Ann
 Royce, Samantha
 Sage, Aimee
 Sidenquist, Ron
 Staley, Mark
 Stockdale, Jennifer
 Wagoner, Roschelle
 Wood, Gary
 Woolwine, Phyllis

Aguilar, Robert
 Bennett, Matt
 Takayoshi, Michael

Classified Staff:

Garcia, Cristina
 Heiser, Wendy
 Resch, Roslyn
 Peterson, Megan
 Richey, Linda
 Wright, Katie

Additional GOAL Paras?

Administrative Responsibilities

Robert Aguilar – Assistant Principal/Athletics

Responsibilities:

- ♦ Athletics
- ♦ AVID (Secondary)
- ♦ Bruin Community Parents
- ♦ Graduation
- ♦ Natural Leaders
- ♦ PBIS (primary)
- ♦ Safety and Security Teams
- ♦ Special Education Intervention Team
- ♦ Open House
- ♦ Title IX, Harassment

- ♦ Student Supervision
- ♦ Students with last names starting H-O (except GOAL students): Discipline, Attendance, BECCA court appearances, and IEPs

Curriculum Areas/Departments:

- ♦ Social Studies
- ♦ CTE
- ♦ Special Education Programs: Life Skills, Achieve, Extended Resource, Special Ed

Supervision and Evaluation:

Certificated Staff:

Brierley, Kip
 Galli, Jodi
 Gudgeon, Corie
 Harvey, Kirsten
 Kefalas, Nicole
 McMenamy, Debbie
 McPherson, Kristen
 Orsillo, Gail
 Rickard, Bethany
 Roberts, Dave
 Rothenberger, Laura
 Schmidt, Jim
 Shafer, Scott
 Sibley, Stephen
 Sieh, Jordan
 Smith, Peter
 Taylor, Derek
 Warden, Tammy
 Webster, Melissa
 Wilson, Kari
 Wilson, Mike
 Worthington, Jodi
 Youngquist, Laurie

Classified Staff:

Behrle, Rhonda
 Benson, David
 Coker, Carolina
 Collins, Sheryl
 Crockett, Chris
 Douglas, Maryanne
 Hanson, Diane
 Jackson, Jill
 Johnson, Nancy
 MacDonald, Joy
 Obregon, J. Brooklyn
 Ogle, Lisa
 Phiifer, Eddie
 Robb, Kat
 Roy, Catherine
 Shafik, Mariam
 Sund, Jenifer
 Turner-Marrow, Angie
 Wyatt, Kimberly
 Coaches

Administrative Responsibilities

Matt Bennett – Assistant Principal

Responsibilities:

- ♦ AP Equal Opportunity Schools Project
- ♦ Assessment: HSPE, WLPT, DAPE, EOC, SBAC, ELA, PSAT, SAT, AP
- ♦ Attendance
- ♦ Curriculum Night
- ♦ Custodians/ Maintenance
- ♦ GEAR UP
- ♦ New Teacher Support
- ♦ Staff Handbook
- ♦ Student Handbook
- ♦ Technology

- ♦ Student Supervision
- ♦ Students with last names starting A-G (except GOAL students): Discipline, Attendance, BECCA court appearances, and IEPs

Curriculum Areas/Departments:

- ♦ English/Language Arts (including resource)
- ♦ ELL
- ♦ World Languages
- ♦ Library

Supervision and Evaluation:

Certificated Staff:

Bowers, Ed
 Cane, Mike
 Crews, Michelle
 Farman, Jamie
 Gomes, Debbie
 Harjo, PattiPeg
 Healas, Meg
 Hunter, Ruth
 Hurtado, Margarita
 Hurtig, Reid
 Kelsey, Sarah
 Layton, Ashley
 Lockwood, Kathy
 Loucks, Scott
 Nelson, Blake
 Nyberg, Bev
 Pimenta, Amalia
 Unruh, Julie
 Verver, Craig
 Weber, Raegina
 Wolk, Ryan
 Woods, Carole

Classified Staff:

Cameron, Sara
 Clemetson, Penny
 Coon, Heather
 Haines, Lisa
 Nelson, Heather
 Petersen, Kris
 Rudolph, Dawn
 Custodians

Administrative Responsibilities

Michael Takayoshi – Assistant Principal

Responsibilities:

- ◆ Academic Recovery (including Credit Recovery)
- ◆ ASB
- ◆ Activities
- ◆ Bruin Community Parents
- ◆ Field Trips
- ◆ High School and Beyond Night
- ◆ Master Calendar
- ◆ Master Schedule (primary)
- ◆ Middle School Transition (secondary)
- ◆ Newsletter/Parent Communication
- ◆ SIT/504 Team
- ◆ Transportation

- ◆ Student Supervision
- ◆ Students with last names starting P-Z (except GOAL students): Discipline, Attendance, BECCA court appearances, and IEPs

Curriculum Areas/Departments:

- ◆ Math (including resource)
- ◆ World Languages

Supervision and Evaluation:

Certificated Staff:

Andrist, Breanna
 Bodner, Christine
 Boroumand, Sherry
 Brunson, Jennifer
 Crum, Amy
 Erickson, John
 Greene, Kristy
 Kermodie, Marc
 King, Laura
 Kleckley, Raj
 Marshall, Wanda
 Novilla, Beth
 Olson-Kelly, Lisa
 Pershing, Crystal
 Raketty, Shelly
 Rogers, Kelly
 Smith, Eric
 Stencil, Scott
 Taylor, Kim
 Vanderhelm, Stephanie
 Wade, Dade

Classified Staff:

Chittick, Pam
 Cole, Stacey
 Cooper, Darcie
 King, Laura
 Kosiba, Jana
 Mehaffey, Debbie
 Roberts, Trish
 Vasquez, Kris
 Marching Band Assistants

Cascade High School Main Office

Cathy Woods

Principal,
Room 108, x6090

Robert Aguilar

Asst. Principal/Athletic Director
Room 116, x6016

Matt Bennett

Asst. Principal,
Room 113, x6091

Michael Takayoshi

Asst. Principal,
Room 117, x6092

Counseling Department:

Shelly Raketty (A-De) x6022

Debbie Wade (Df-Jo) x6021

Raj Kleckley (Jp-Ng) x6023

Laura King (Nh-Rod) x6027

Kim Taylor (Roe-Z) x6025

Success Coordinators:

Heather Coon, x6034

Laura King, x6024

Academic Support Coordinator:

Stacey Cole, x6049

Career Specialist:

Trish Roberts, x6030

Drug & Alcohol Counselor

TBD, x6013

School Psychologist

Laura Rothenberger x6012

Family Support Advocate

Leslie Brent x6017

Speech & Language

Gail Orsillo x6049

Ros Resch x6001

(Support Secretary to Cathy Woods and Matt Bennett)

CLC Member

Distribution/Collection

General Fund Budget Tracking

General Fund Purchase Orders

Substitutes

Pay Checks/Contracts, Etc...

Payroll/Timesheets

Revenue Collection

Travel Requests

Rhonda Covert x6018

(Support Secretary to Robert Aguilar)

Athletics:

Student Clearances

Programs

Transportation

Schedules

Field Trips & Transportation

Front Reception

Jana Kosiba x6093

(Additional Support to Michael Takayoshi)

Calendar

Field Trips

Facility Use

Counseling Assistant

Pam Chittick x6020

All ASB Finances

ASB Purchase Orders

Revenue Collection

Treasurer

Penny Clemetson x6008

A/V Equipment

Library

Textbook Distribution/Check-In

Lisa Haines x6004

Attendance

Becca

Front Reception

Health Room/Contact Backup

Cristina Garcia x6015

(Additional Support to Cathy Woods and Robert Aguilar)

Grade Changes

New Enrollments

Student Record Updates

Student Withdrawals

Transcripts

Wendy Heiser x6003

Annual Planning Guide

Enrollment Reports

Master Schedule

Report Cards

Student Withdrawals

Darcie Cooper x6014

(Support Secretary to Michael Takayoshi)

Bell Schedules

Bruin Newsletter

Daily Bulletin

Assist w/Leadership, Service Class

Scholarships

School Calendar

Substitute Back-up

Textbook Distribution/Check-in

Treasurer Assistant

Web Master

Debbie Mehaffey x6010

(Additional Support to Matt Bennett)

Clothes for Kids Program

Complete end of year district discipline reports

Counseling Conference Room Calendar

Counseling Secretary

Discipline Secretary

Enter discipline incidents into

eSchoolPlus

Maintain 504 Records

Maintain Discipline Records

No Trespass Letters

Operation School Bell

PSAT Sign-ups

Cascade Policies and Procedures

STUDENT PED (PERSONAL ELECTRONIC DEVICES) POLICY

Use of Personal Electronic Devices

Personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices are integral tools in our society. They serve as a means of communication (telephone, email, text, etc.), a calendar, camera, organizational tool, a clock, information gathering/research tool, electronic book, note taker, dictation device, music provider, a student engagement tool and many other purposes. It is recognized that many of these purposes are useful in an educational setting. The use of PEDs to benefit student learning is authorized and encouraged.

Use of District and Personal Electronic Devices

Students will be advised at the beginning of the school year as to proper cell phone and other Personal Electronic Devices (PED) etiquette at school. Students are responsible for the PEDs they bring to school. Everett Public Schools shall not be responsible for loss, theft, damage or destruction of devices brought onto school property or to school-sponsored activities or events off school property.

High School Students

We encourage staff to allow the use of student PEDs when appropriate to the instructional target and learning experience. High school students may use their cell phones and other PEDs for personal use during transition periods, at lunch and before/after school. Students are expected to silence their PEDs when entering a classroom. Headset device usage within the classroom will not be allowed unless specifically authorized by the teacher.

Use of personal electronic devices at Everett Public Schools is considered a privilege and not a right and may be revoked by a principal, assistant principal, or principal's designee. All authorized use at school shall be in compliance with district policy and school rules.

The following steps will generally be taken if the student violates district policy or school rules regarding PEDs.

- **Step 1.** Warning from classroom teacher to the student.
- **Step 2.** Warning and teacher calls home or emails the parent/guardian of the student informing them that the next step will be a referral to the office.
- **Step 3.** Teacher informs student he/she is writing a referral to the office. Teacher calls home or emails parent/guardian of the student to inform them a referral to the office has been made. The student will be given an after school detention or other appropriate consequence.
- **Step 4** If violation of school rules regarding PEDs persists, school discipline policies will be followed.

Acceptable Use Guidelines for Electronic Devices

1. A principal, assistant principal, or principal's designee may search a student's PED if the principal, assistant principal, or designee has reasonable grounds to suspect that the search will yield evidence of the student's violation of the law or school rules. Search of a student's PED may reasonably include

social media or cloud-based applications being used on that device at or around the time of the search. The search must be reasonably related to the objectives of the search and the nature of the suspected infraction.

2. Everett Public Schools will not be held liable for commercial service charges that occur from the use of a student's PED. It is the parent's responsibility to make sure their student understands the usage options that are available to them and whether a student's service plan includes Internet access and all related costs.
3. A PED shall not be used in a manner that disrupts the educational process, including but not limited to, device tethering or posing a threat to academic integrity.
4. Devices shall not be used to violate the confidentiality or privacy rights of another individual, including but not limited to, taking photographs, audio or video recordings of others without their permission, or sharing, posting or publishing photographs, videos or recordings of others without their permission.
5. Students shall comply with any additional school and/or district rules developed concerning the appropriate use and storage of PEDs.
6. Students who violate these conditions of use will be subject to disciplinary action, including losing the privilege of bringing PEDs onto school property, suspension, or expulsion. In addition, a principal, assistant principal, or principal's designee may confiscate the student's PED where appropriate, such as when it poses a threat or danger, is used to cheat on assessments and exams, or contains evidence of violation of district policies or school rules. In this instance, the PED shall be returned only to the student's parent/guardian.

ABSENCE REPORTING AND LEAVES OF ABSENCE

REPORT ABSENCES

SmartFind Express - www.everettsd.eschoolsolutions.com or call - 1-888-632-6493

LEAVE WITHOUT PAY

- Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken. eSchool Solutions SmartFindExpress has been updated to alert the employee that a Payroll Absence Verification Form is required for this type of leave to be taken (similar to how bereavement leave works).

LONG-TERM LEAVE & WORK RESTRICTIONS

- When an employee is on a long-term leave (medical, personal, childcare, etc.) they may not work for the District or anywhere else for the duration of their leave, without prior approval from the Executive Director of Human Resources. They may not attend classes offered by the district attend LID, in-service or other professional development days, nor may they work as a substitute in any capacity.

Questions about absence reporting contact:

- Ingrid Stafford, Substitute Coordinator @ 4111 or 24 Hour Line @ 425.320.1337
Payroll Absence Verification forms available in office

ANIMALS IN SCHOOL

“Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program. When brought on to school property they must be for that sole purpose.” [3418]

The policy states:

1. **The principal shall approve the instructional purpose for each animal in the school. No animal shall come into schools without the principal’s approval.**
2. Prior to introducing any animals into the classroom, teachers shall ascertain that:
 - students and school personnel are not allergic to the animal;
 - the animals will present no physical danger to students; and
 - students will be instructed in the proper care and handling of the animals.
3. Animals shall not be allowed to roam freely in the school.
4. Animals shall be housed in suitable, sanitary self-contained enclosures appropriate to the size of the animal or kept on a leash.
5. Teachers will be responsible for ensuring enclosures are kept in a sanitary condition.
6. Animals shall not be left in schools during holiday periods where practical (fish in tanks are an exception), and teachers are responsible for making arrangements for their care.
7. Dogs and cats brought to school must have a health certificate signed by a licensed veterinarian.

Service Animals (policy 2030)

Everett Public Schools acknowledge its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal law and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

A “service animal” means an animal that is trained for the purposes of assisting or accommodating a disabled person’s sensory, mental, or physical disability.

The parent/guardian of a student who believes the student requires the support of a service animal at school, or an employee who requires a service animal at school, must submit a written request to the building principal. The building principal, in conjunction with the designated regional executive director and Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school.

Service Animals in training are permitted access to public areas of Everett Public Schools such as the gymnasium during a sporting event where any member of the public is permitted to attend. With permission of the superintendent or designee, service animals in training are permitted to private areas of the school, where the general public is not permitted, such as classrooms while school is in session. Training of service animals is permitted by approval of the superintendent or designee.

ACTIVITIES

Refer to Activity handbook—Distributed to Advisors—Copy available to all in Main Office

ATHLETICS

Refer to Student Handbook

ATTENDANCE

Attendance

Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Life-long attendance behaviors begin with entry into school at the pre-school or kindergarten level, and continue through middle school and into high school until the student graduates. When students arrive in the classroom, it is expected that they will immediately begin to prepare for the start of the day or the period, and be ready to engage in the learning process when the school day or period officially begins.

Update:

- Tardy is defined as 1 to 5 minutes late to class. After 5 minutes should be marked as AUL, “absent unexcused late.”
- Absences: Excused and unexcused absences are defined in Board Policy 3122.

Roles and Responsibilities

Students, parents, and school staff have a role and responsibility in helping our students succeed by working collaboratively to help students succeed and graduate.

♦ Teachers / Schools:

- ⇒ Ensure that attendance policies are tied to course objectives
- ⇒ Communicate course objectives including participation requirements
- ⇒ Communicate about any learning experiences which can only occur in the classroom (such as participation in discussion, in a performance or practice, etc.)
- ⇒ Personally take and record attendance
- ⇒ Communicate absences to parents/guardians, schedule conferences and take steps to reduce absences in accordance with state law
- ⇒ Notify students and their parent/guardian when students are falling behind academically and indicate whether or not their attendance is a factor
- ⇒ Provide make-up work which will be significant to the student’s academic growth and achievement
- ⇒ Develop incentive programs for good attendance
- ⇒ Communicate academic progress regularly

♦ District:

- ⇒ Track attendance data and report it as needed

- ⇒ Develop on-line resources to help facilitate make-up work in relation to absences
- ⇒ Support teachers and schools in the development and implementation of grading practices that reflect our principles and goals
- ⇒ Develop systems for consistent communication with parents/guardians when achievement is affected by attendance

♦ **Student:**

- ⇒ Attend class regularly and on time
- ⇒ Turn in notes to excuse absences
- ⇒ Do any and all class work needed to make progress

♦ **Parent:**

- ⇒ Communicate absences through the form(s) expected by the school
- ⇒ Excuse absences when appropriate
- ⇒ Pre-arrange absences when appropriate to assist students with getting make-up work prior to the absences

Students who chose not to follow the procedures for leaving campus during the school day may be considered truant and will be disciplined.

Record of Attendance

“Staff shall be diligent in maintaining accurate enrollment and attendance records.” [3121] All staff will keep up-to-date and accurate records. In the case of a question about student attendance, the courts have determined that the teacher’s attendance record is the official record. Be sure that you always keep accurate records of absences and tardies.

Absences and Tardies

Teachers need to enter absences/tardies on-line at the beginning of each class period.

Teachers shall require excuses from the parent(s)/guardian(s) of students in all cases of absence, tardiness or dismissal before the close of school. [3122] At Cascade, students present their notes for excused absences or tardies to the attendance office upon arrival at school. If a teacher is emailed by a parent concerning an upcoming student absence, please forward the email to the attendance secretary.

Make-Up Work

“If an absence is excused, students shall be permitted to make up all missed assignments under reasonable conditions and time limits established by the appropriate teacher(s).” [3122] Cascade’s policy is that students returning from an excused absence will be allowed the same number of days that he/she was absent to make up the work for full credit.

Release of Students

“A teacher should not excuse a student from class to confer with non-school personnel unless the request is approved by the principal.” [3441] Teachers should not release any student during the school day. All students must check out in the office before leaving campus.

CAMPUS

Closed Campus Policy

Providing a safe and orderly campus environment is important. Therefore all students are required

to stay on campus upon arrival. If it is necessary to leave campus for doctor or dental appointments or for reasons of illness, all students must check out through the attendance office. Under certain circumstances Seniors and Juniors may earn the privilege to go off campus at lunch.

CODE OF PROFESSIONAL CONDUCT

Staff must abide by the expectation outlined in Appendix 2.

Staff must pay close attention to:

- Civility in the Workplace (Board Policy 5161)
- Conflicts of Interest (Board Policy 5215)
- Maintaining Professional Boundaries between Employees and Students (Board Policy 5253)

COMMUNICATIONS

Complaints

Administrators will inform teachers of complaints that arise. “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.” [4312]

Confidentiality

School staff members do not possess a confidentiality privilege regarding disclosures by students. According to ESD Policy, “The staff member should advise the student regarding the limitations and restrictions regarding confidentiality.... Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others.” [4131P]

Daily Bulletin

The daily bulletin will be sent out daily on the district email service. All announcements for the daily bulletin must be emailed to Darcie Cooper by noon the day before they are to be posted.

Email

Email is considered a central form of communication in the Everett Public Schools. “All messages on the Everett Public Schools email system are considered to be Public Records. No privacy is guaranteed for any message sent on this system. Never send a message that you would not want to see appear in the newspaper, court records, etc. Email is also filtered for key words to identify unwanted threats, hate mail, etc. If you have private messages to send, you should use another communication system.” (Information Systems Training Document, 2003)

All staff are to check their email each day. Refer to the email guidelines under Instructional Resources on page 37 for specific policies and procedures related to the acceptable use of district email. **Students must not be given teacher’s password to access teacher’s email or other electronic records.**

Staff Weekly Bulletin

The Staff Weekly Bulletin is published every Monday and will be accessible through email. Staff members are responsible to read the weekly bulletin carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is

included. If any staff member would like to include information in the bulletin send it to Cathy Woods the Friday before. The information in the Staff Weekly Bulletin is for staff only; students and parents should not have access to this information. Please keep your copies in a secure location. Past issues of the Staff Weekly Bulletin are kept in a binder in the office for your reference.

Mailboxes in Office

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

Memos/ Additions to the Staff Handbook

Updates to the Staff Handbook will be given throughout the year. Please file them in the correct section. Administrative memos should be kept in the back of this staff handbook for future reference.

Non-Custodial Parent Communication

The school may not discriminate in its communication with separated parents in regard to attendance and student progress unless a court order is received which limits such communication. "The Board, unless informed otherwise, assumes that there are no restrictions regarding nonresidential parent's right to be kept informed of the student's school progress and activities." [3610] In most cases families have identified one parent as the communication link with the school, but either parent has the right to information about a student unless legally restricted. In such a case, you will be informed by the counselors.

Public Relations

As staff members of Cascade High School and an employee of the Everett Public School we all share the responsibility to promote a positive image of our school. Studies show that our community members put more faith in the comments of staff members than in our printed information or comments by students. Please use discretion when discussing issues and concerns with others in the community.

When approached by reporters regarding sensitive or tragic incidents, refer the reporter to the administration. For more information, refer to the suggestions for Dealing with the Press, found in this handbook in the Crisis Response Section.

Staff – Student Communication

- Contact between staff members and students should always be professional and, in order to ensure your own and the students' safety and welfare, should also be in public and reasonably related to the student's progress in school. Examples of appropriate interactions with students include, but are not limited to, classroom instruction, helping students with academics after school in your classroom or other campus location, and meeting with students in a school-sanctioned club or activity. Expressing care and concern for a student when they indicate that they are having personal or academic difficulty is also appropriate. Staff members other than trained counselors should take care, however, to avoid counseling students and should refer them to the school counselor as needed.
- In all your interactions, it should be clear that your role as a staff member is separate from your role as a private citizen. Examples of interactions with students where this separation of roles becomes unclear include, but are not limited to, inviting students to your home for social gatherings, engaging in telephone, email, text messaging, or other communications with students that are purely social in nature and not related to school.
- If at any time you feel that a student is communicating with you in a manner that puts your professionalism at risk, contact an administrator immediately.

Telephone

Students may use a school phone only in an emergency and only with the permission of a teacher or staff member. Students asking to use a phone should be directed to use the phone during lunch or during other non-instructional time. Students are not to be excused from class because they need to use the phone.

Voice Mail

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

COMPUTER LABS

The following guidelines apply to all computer labs in the school, whether in classrooms or labs:
(*summary list*)

- ◆ No food or drink in the lab – any visible food or drink will be discarded.
- ◆ Students must adhere to AUP regulations
- ◆ Computer use must be in conjunction with a class assignment.
- ◆ Gaming, personal e-mailing, music listening, and surfing the Internet without an assignment are prohibited.
- ◆ Students are not permitted to download without teacher permission.
- ◆ Abuse of the guidelines could result in loss of the student's lab privileges and/or disciplinary actions.

CRISIS INTERVENTION PLAN

Prior to a Crisis: Identify members of the Crisis Response Team

- Principal
- Assistant Principal
- Counselors
- Psychologist
- Nurse
- Faculty representative

Functions of the Crisis Response Team

- Develop the plan for the school
- Train each staff member throughout the year
- Develop a phone tree to be used for staff notification
- Train secretaries how to deal with the press
- Inform Central Office staff of the plan
- Inform off-campus resources such as any district-contracted mental health staff
- Implement plan during crisis
- Evaluate plan's effectiveness after it is used

- Review the plan periodically

Putting the Plan Into Action

- Notify all Crisis Response Team members of the crisis. Arrange to meet as soon as possible.
- Check the known facts of the crisis with police, fire department, and central administration contact.
- Review the plan and adapt it to fit the crisis.
- Use the phone tree to notify all staff. Inform and request that they arrive early at school to attend a special meeting.

Plan Components

Administrator's responsibilities

- Contact the CRC to report the event (Assistant Superintendent of Central Region at 385-4023)
- Contact Crisis Response Team to arrange to meet ASAP to develop plan
- Notify all staff using phone tree, setting early arrival time for meeting. At the meeting, review the situation, explain the day's agenda, have someone explain/describe how students may react and how teachers might handle the situation, pass out the written fact sheet for staff, provide time for staff to ask questions and express their feelings
 - Contact district crisis team for additional counseling support, if needed
- Assign extra secretarial help to the office
- Provide written statement for the secretaries to use with phone calls
- Update the recording on the school's welcoming voice mail message
- Instruct secretaries to keep a log of all concerned calls, and inform them how to deal with the press over the phone
- Keep visible, be available in the halls
- Possibly arrange for a psychiatrist or "outside expert" to be at the school to lend support and help students and teachers. This expert may also speak to parents and faculty.
- Handle the media (with the assistance of Communications Office, at 385-4040)
- Be sensitive to staff who have a difficult time dealing with the crisis and be prepared to relieve them
- Emphasize facts, stop rumors
- Keep staff informed through one person designated as rumor control person
- Cancel scheduled activities as possible
- Meet with full staff after school day to debrief
- The principal or any school representative should visit the victim's family at home to offer solace and support, return personal belongings and discuss a memorial service
- Meet with Crisis Response Team to plan the next few days

Counselor/social worker/psychologist responsibilities

- Maintain a list of students counseled
- Call parents of very distressed students
- Don't allow distressed students to go to an empty home – encourage the parent to meet them there
- Be aware of own limits in regards to energy and emotional support – help each other know when to

take a break

- Contact the family to offer any support they may need
- During staff meeting, brief staff on possible reactions to expect from students
- Keep a current list of community resources that you can provide to parents

Faculty responsibilities

- Announce event in classroom using the script that will be provided at the meeting held before school
- Identify students in need of counseling support
- Have distraught students escorted to the counseling office
- Discuss the crisis
- Recognize that the grieving process is essential to the well being of students and staff
- Postpone planned lesson until class seems ready to move on
- Be sensitive to students' need for reduced assignments or no homework
 - Be prepared to discuss event every time a new group of students come to your class
- Let an administrator know if you feel unable to continue dealing with students due to your own emotional state
- Keep track of all students – don't allow them to wander the halls

Dealing with the press

- Realize that it's strictly business with the press. They are not necessarily our friends. Protect yourself, staff, students and parents.
- Notify the Central Office and Communications Office before talking to the press.
- Only one person on staff will speak with the press (principal, assistant principal)
- Develop a written statement
- Be proactive – contact them before they contact you. Set location, time limits and restrictions about their access to staff and students
- Do not give impromptu interviews, and none on the phone.
- Never talk "off the record," as it does not exist. Remember item #1 – it's a business for them.
- Tape record the interview. Have another staff member in the room. Have everyone identify him or herself on the tape, including the reporter. Make a copy of the tape for yourself, but don't give one to the reporter.
- Don't say, "No comment." Say, "I don't have enough information at this time to answer that question."
- Don't offer more than they ask.
- Use qualifying statement like, "It appears that..."
- Speak in a peaceful, calm, voice, using good eye contact.
- Keep media away from staff and students. Insist that they not approach students on school property.
- Develop a script for the secretary to use when answering the phone. Have her keep a log of all calls.

- Advise students of the media policy. Let them know they can refuse to talk to the media, and should first speak with their parents before speaking to the media.

CURRICULUM

Curriculum Guides

“Course descriptions and other descriptive material relevant to learner standards and teaching expectations will be provided to parents, students, and teachers. The guides will reflect alignment with state standards and the District’s essential learning elements.” [2122]

Clear communication between the teacher, student, and home is an essential component for engaging students in learning. Therefore, teachers are expected to communicate to both students and families, at the start of every new course, information such as:

- Overview of the Course Content (Scope & Sequence)
- Content Team Common Syllabi
- Course/Learning Standards
- Student Expectations
- Grading & Assessment Practices
- Texts & Curriculum
- In addition, please provide students and families with information on how to best contact you by phone and/or email, and if you utilize any online technologies such as a class website.

Homework Guidelines

While we recognize that a large part of the active engagement in learning occurs within the classroom during the school day, we also know that high school students are expected to extend their learning at home as well. The CHS faculty recognize that some students require more or less time to complete the same assignments, however, we recommend that on average, students spend somewhere between 90-120 minutes a night on homework.

The quantity and quality of homework assignments can often be a source of parent frustration and concern. If a teacher, student, or family member is concerned with the amount of time being spent on homework consider assisting the student with a structured organizational system (such as the use of an agenda) to document assignments, due dates, and help structure their time more efficiently. Parents can also help their student by closely monitoring their student and providing resources such as a quiet space and time set aside in the evening, for homework completion. Remind parents that class time often is given for guided practice on homework. If their child is not using class time well, more time outside of class could be required in order for the student to adequately demonstrate learning of the standards.

If a teacher, student, or parent is requesting additional homework, consider providing opportunities for extension and enrichment activities where students can demonstrate higher level thinking skills above and beyond the standard assignment/assessment.

In addition, teachers frequently assign long-term projects which require many hours of work outside of class. It is important that teachers communicate long-term project requirements and deadlines to

both students and parents. The expectation for larger projects is that students will commit to working on these projects over the course of the provided time, and not wait until the day before the assignment is due before working to complete it. Teachers can help students avoid this precarious situation, by communicating and reinforcing smaller due dates along the way where teachers and parents can monitor a students progress throughout the provided time. Also, please utilize your teacher-parent communication systems to let families know of any group projects that would require students meeting outside of class time to avoid any of these logistics from hindering student learning.

Homework Policy

The ESD has adopted a policy supporting homework assignments on a daily basis. Teachers will give students a written statement of goals and homework expectations for each class.

When the student is absent three or more days, parents may request school work through the counseling office. Teachers will be given up to 24 hours to compile the work and bring it to the office.

Instruction

The ESD has established policy regarding curriculum that states: “The Board recognizes that the delivery of instruction will vary among schools and staff and will be further differentiated by the learning needs of students. Nonetheless, instruction throughout the district will be derived from a common curriculum. An integrated, multi-disciplinary curriculum will provide teachers, students, and parents with the District’s expectations of what students should know and be able to do. Teachers are expected to follow the curriculum. Principals will provide appropriate instructional supervision to ensure implementation.” [2121]

DANCES

Cascade High School holds dances for the enjoyment of our students and their guests. There are parameters established for sponsored activities.

- ◆ Rules: All school rules are in effect at all school-sponsored activities.
- ◆ Dance attire statement: Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe would disrupt or interfere with the intent of the dance environment or activity. The supervising administrator has final approval of dance attire. No refunds will be given if the student is in violation of dress code and the student is asked to leave the dance site.
- ◆ Identification: You will be required to show either your current Cascade High School ASB card or current Cascade ID card to gain admittance to a dance. Picture identification could be collected by an administrator or designee if they deem it necessary.
- ◆ Replacement Cascade ASB or ID cards may be purchased through the Treasurers Office. The inquiry and payment for replacement cards must be done by the end of the school day on the Thursday before the dance.
- ◆ The following are dances where guests (non-Cascade students) may be invited to: Homecoming, Tolo, Spring Prom, Sadie Hawkins and Senior Ball. Guests must be accompanied by a current CHS student, on a 1 to 1 ratio (i.e. only 1 Guest per CHS student). Guests must complete a “guest application form”. The completed form must be signed by an Administrator and turned in before a ticket may be purchased.
- ◆ Guests must be under the age of 21. Guest tickets must be purchased by the end of second lunch of the Thursday preceding the dance. Guests must have picture identification such as an ASB card

and/or driver's license. Be prepared to have your picture identification collected at the door by the administrator or designee. The administrator has the right to deny a person entrance to the dance.

- ◆ Doors to the dance will be locked at 90 minutes after dance starts. Prior notification with an administrator is required for students gaining entrance after doors close.
- ◆ Students will not be able to bring backpacks or oversized bags into the dance.
- ◆ No outside containers or beverages are allowed into the dance.
- ◆ Re-entering the activity: Students leaving prior to the end of the dance for any reason may not re-enter the dance.

Communicating Discipline Concerns

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

Assembly Conduct

Assemblies are held for the education and enjoyment of students and faculty. Give every courtesy to the speaker and to the program. It is the responsibility of each student to maintain high standards of conduct. Staff must be seated in student areas (assigned seats if provided or with class) to maintain a positive atmosphere.

DISCIPLINE

"Rules don't teach responsible and ethical behavior. People do."

Frey , Fisher, and Pumpian, 2012

Goals of Discipline

The overall goal of all discipline at CHS is to instruct students in the skills necessary for effective self-discipline and to encourage students to become self-managers. According to ESD Policy 3000, "In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and instructions of staff. Corrective action shall be fairly and moderately handed out primarily to modify behavior rather than to punish students."

Teacher Rights and Responsibilities

Teachers have both rights and responsibilities in regard to student discipline in accordance with ESD Policy 3325 (reprinted in the Student Handbook). In addition, the Collective Bargaining Agreement (CBA) outlines the rights and responsibilities of teachers regarding student discipline. Teacher rights are enumerated in CBA Section 5.07. Teacher responsibilities are stated in CBA Section 10.03 V.

Several pertinent ESD policies include:

"The teacher shall have the right and it shall be his/her responsibility to maintain good order and discipline in the classroom at all times."

"A teacher may use such appropriate action as is necessary to protect a student, himself / herself, or others from physical abuse or injury."

The teacher has the right to temporarily remove a student from a classroom in accordance with Policy 3300.

If considering removing a student temporarily from a classroom, the teacher has several options: (1) provide a time-out area for a removed student by placing him/her within sight or hearing; (2) place the student with another teacher; (3) notify the office and send the student there. Please remember to send a referral to the office. **Except in emergencies, teachers must take one or more corrective actions before temporarily excluding a student.** [3300](CBA 5.07, D-4)

Cascade High School Discipline Plan

We work with a progressive discipline policy at Cascade High School. In order for this process to work there are stepwise progressive discipline steps that begin in the classroom. When a minor infraction occurs:

Step 1 Student warned

Step 2 Private conference between teacher and student

Step 3 Temporarily remove student to an adjacent Partner Teacher Classroom (if applicable)

Step 4 Lunch or After School Detention (depending on severity of infraction)

Step 5 Parent Contact (could occur at any step up to this one).

Step 6 Referral to Office for discipline (There will be a parent contact prior to office referral).

Below is a list of infractions that a teacher could directly refer a student to lunch or after school detention if the other steps in the discipline process have been followed. (This is not an exhaustive list of infractions. Other infractions could result in discipline)

Minor Infractions

Disruptive Conduct	Vulgarity or Profanity
Unprepared for class	Failure to follow directions/non compliance
Refusal to work	Harassment (low level)
Cheating/Plagiarism	Dress Code Violation
Public Display of Affection	Electronic Device Violation
Disrespectful Behavior	Lying
Sleeping in class	Truancy

Minor infractions could immediately become major infractions depending on the severity or persistence of the behavior.

Unexcused Tardies

1 st Tardy	Warning
2 nd Tardy	Conference with Student
3 rd Tardy	Detention (Parent Contact)
4 th Tardy	Detention (Parent Contact)
5 th Tardy	Referral to Office – Friday School

Lunch Duty

A lunch duty is used as a consequence for a minor infraction. If a staff member completes a lunch duty form, the staff member will give the white copy to the student. The staff member keeps the yellow copy. When the student has completed their lunch duty, an administrator will sign the lunch duty form (white copy) and the administrator will place it in the staff member's box. Lunch duty forms are not returned to Debbie Mehaffey (Discipline Secretary). The staff member keeps the lunch duty

form(s). This will be helpful to document low level interventions. A lunch duty is not recorded in the student's discipline record.

After School Detention

After School Detention is used as a consequence for a minor infraction or because the student has a 3rd or 4th tardy in the teacher's class. After school detentions are held on Tuesdays and Thursdays from 2:05 pm until 3:00 pm. Students will meet in the main office no later than 2:05 pm. There will not be after school detentions on half days. There is no district transportation provided for after school detention. There are two options for an after school detention. The staff member may have the student serve the after school detention in their classroom or the student can be assigned to serve their after school detention through the office. If the teacher chooses to have the after school detention in their classroom, this is an arrangement made between the teacher, student and the parent. Teachers will keep their discipline paperwork. No paperwork will be given to Debbie Mehaffey (Discipline Secretary) and the incident will not be entered in the student's discipline record.

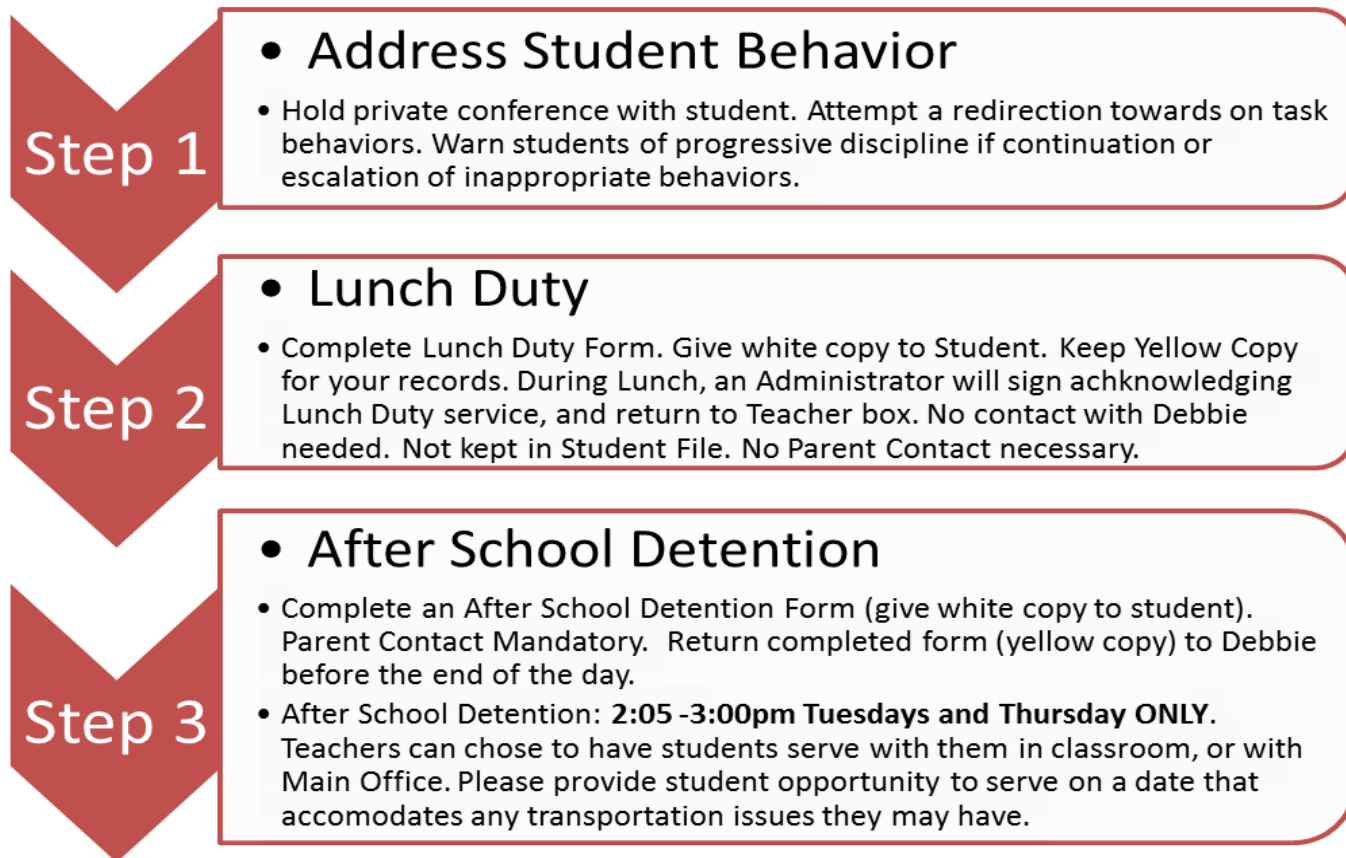
If the student is assigned to an after school detention the staff member will complete an after school detention contract. When you are completing an after school detention contract, please:

- Print legibly and include the student's ID and grade.
- Please contact the parent to inform them of the incident and the after school detention date.
- Submit all after school detention forms to Debbie Mehaffey at the end of the school day on the day the contract is written.
- The white copy is given to the student and the yellow copy is given to Debbie Mehaffey.
- Place all discipline forms in the wire basket on Debbie Mehaffey's desk labeled "discipline".
- Assign after school detentions for the next after school detention date. **Do not** assign the detention on the same day that the contract is written. This will allow for the student to make transportation arrangements, ensure the detention supervisor is not overloaded and will also help to keep accurate discipline records.

Once the detention contract is received, the student will be placed on the after school detention list. If a student misses an assigned detention he/she will be referred to an administrator for the next discipline consequence which may include two more detentions. The student must attend both after school detentions or the student will be referred to an Administrator for the next discipline consequence which may include a three hour Friday School. If a student needs to reschedule their after school detention, please ask the student to contact Debbie Mehaffey (Discipline Secretary). This will help to ensure accurate discipline records.

Appeals

Students may appeal the serving of a detention to a school administrator. The appeal must be received before the detention is supposed to be served. The administrator may postpone the detention to investigate the appeal. The decision of the administrator on the appeal is final.



Major Infractions

These are examples of conduct that **would require a referral to the office for action by the Administrator.** (This is not an exhaustive list of infractions. Other infractions could result in discipline).

Alcohol/Drug use, possession, under the influence, sale or transmission

Electronic Device/Cell Phone Violation (persistent)

Harassment/Bullying (moderate to severe)

Assault/Fighting/Spectator to a Fight Who Does Not Immediately Disperse

Explosives/Threats to Bomb or Injure

Dangerous Weapon

Extortion

Gambling

Destruction of Property

Refusal to Identify Self

Theft

Tobacco Use

Trespassing

Truancy (persistent)

Defiance/Insubordination

Non-compliance (persistent)

Arson

Multiple Minor Infractions

Friday School

A Friday School may only be assigned by an administrator. Friday School is used as a consequence for the accumulation of multiple minor infractions, non-compliance with previously assigned discipline or for committing a major infraction. Friday School is held from 12:45 pm until 3:00 pm

in the Career Center in the main office or other designated area. Friday School will not be held on staff meeting dates. District transportation is not provided for Friday School. If a student misses a Friday School, the student will be referred to an administrator for the next discipline consequence. If a student needs to reschedule their Friday School, please ask the student to contact Debbie Mehaffey (Discipline Secretary). This will help to ensure accurate discipline records.

Discipline Policy/Procedures

See attach Student Handbook and District Student's Rights and Responsibilities

DISCRIMINATION

State and federal law prohibits discrimination. The Everett School District No. 2 complies with all federal and state rules and regulations and does not discriminate on the basis of gender, race, creed, color, national origin, sexual orientation, marital status, age, religion, or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance procedures may be directed to the school district's Affirmative Action Officer, Carol Stolz, 3715 Oakes Avenue, Everett, WA 98201

DRESS AND APPEARANCE

See attached Student Handbook

DUTY TO REPORT

Child Protective Services—1.866.829.2153

RCW 28A.400 requires both certificated **AND** classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator. The administrator is then required to report the abuse to the proper law enforcement agency in accordance with the mandatory reporting requirements if the administrator has reasonable cause to believe the abuse or misconduct occurred. Now, school districts must, at the first opportunity, but in all cases within 48 hours of receiving a report of sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct.

It should be noted that this does not change the previous requirement of school professionals to report to the proper law enforcement agency or the Department of Social and Health Services (CPS) if the professional has reasonable cause to believe that a child has suffered abuse or neglect.

It should be noted that this does not change the previous requirement of school professionals to report to the proper law enforcement agency or the Department of Social and Health Services (CPS) if the professional has reasonable cause to believe that a child has suffered abuse or neglect.

- Make sure you have other adults and students with you when working with students outside of school hours.

- Always get signed parent permission and notify your administrator before working with students in any extracurricular activity.
- Never transport a student alone in your automobile unless it is a true emergency.

EMERGENCY PROCEDURES

Refer to your “Red Clip Board” for Emergency Response and Lock Down Procedures.

EXPOSURE PROCEDURES

Once an employee has direct contact with blood or other body fluids (including saliva) such as from a needle stick, cut, bite or eyesplash, post-exposure treatment may be necessary. Referral to Healthforce Occupational Medicine Center must occur **as soon as possible after exposure** (within 2 hours for HIV and 24 hours for Hepatitis B infection) to provide **immediate** protection.

What you must do if exposed:

1. Immediately wash the exposed area with soap and water for **at least** ten seconds.
2. Notify the building secretary, health room assistant or nurse immediately. They will fill out an Exposure Incident Report Form.
3. Call Human Resources at 425-385-4114 or 425-385-4100 with a report of the incident. The **Exposure Incident Report Form** must be faxed to the Human Resource department at 425-385-4115 and the completed original must be sent to Human Resources via district mail. A confidential medical evaluation and follow-up with Healthforce Occupational Medicine Center, 3311 Wetmore Avenue, Everett, 425-259-0300 will be set up immediately. The health care provider at Healthforce will determine if treatment is necessary. This evaluation will be at no cost to the employee.
4. If the incident involves another individual (exposure source) as a result of an incident such as biting or an accident involving blood, the exposure source will then be asked to go to the Healthforce Occupational Center for testing at the same time the employee is sent for a medical evaluation. If the source of blood or other body fluid exposure is a child, it will be necessary to request that the parent/guardian have the child tested.
5. An exposure is considered an on-the-job injury. Complete an **Employee Accident Report Form** and **Self-Insurer Accident Report Form (SIF-2)** and return both completed forms to Human Resources. (All original forms are available in your building’s main office or Human Resources.)

The Human Resources Department must maintain required records for at least the duration of employment plus 30 years.

FACILITIES AND EQUIPMENT

Furniture

We do not have extra furniture at Cascade. Out of respect for your colleagues please do not take furniture or other items from other areas in the building without first speaking to administration.

Gifts

Staff members are not encouraged to accept gifts. ESD Policy states: “The board discourages gifts to staff from students, parents, or others. Persons who wish to commend or thank a staff member are encouraged to do so verbally or in writing.” [4310]

Lamination

Staff should send their lamination requests to Darcie Cooper in the Activities Center. Due to the high cost of laminating material, please use this service very judiciously. Laminating is only done when the number of requests has collected to a size which justifies heating up the machine.

Privately-Owned Property

The district does not generally reimburse for damage to private 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.” [8350P] Staff should check with a building administrator before bringing any privately-owned property to school.

Property Damage

“Damage of any nature to school property shall be reported to the site administrator.”

Staff Lounge

Staff are **NOT** to send students to the staff lounge for **ANY** reason.

It is the responsibility of every staff member to clean up after themselves when using the staff lounge.

Taking Equipment Off Campus

Forms for checking out equipment are available from Ros Resch. ESD Policy states: “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. A written request specifying the intended use must be submitted to and approved by the building administrator or designee. The borrower of District-owned equipment shall be fully liable for any damage or loss occurring to the equipment during the period of its use and shall be responsible for its safe return.” [8361P]

Technology

Classrooms are furnished with computers, printers, overhead projectors, TV/VCR units, and other standard technology. To borrow other equipment, please contact the Library Secretary, XXXX.

Storage

In an effort to create equitable storage opportunity and minimize excess materials from collecting space, please discard any old personal materials, and/or surplus old unused curriculum.

FIELD TRIPS

Approval for any Field Trips must go through Michael Takayoshi. Field trip forms are available in the office from Jana Kosiba

Rationale

“The Everett School District recognizes that field trips are a natural extension of the curricular, co-curricular, and interscholastic programs. Field trips are opportunities for students to participate in activities and gain experiences that cannot be duplicated in the classroom or on the school site. The Board of Directors encourages appropriate, carefully planned field trips that lead to new learning or reinforce what has been already learned at school.” [2320]

Co-Curricular Field Trips

School sponsored, non-classroom –oriented experiences of a nature that normally have little or no school time involved. Examples: Knowledge Bowl, Science Fair, Natural Helpers.

Curricular Field Trips

A classroom-oriented learning experience outside the school campus. Examples: Post Office, Camp Silverton, DECA

WIAA Activities

Interscholastic, out of district events under the direction of the WIAA in which students participate as representatives of the Everett School District. While regularly scheduled competitive activities do not require a field trip permission form, practices arranged outside the district do. Example: Debate tournaments, marching band, cheerleaders, athletics.

Procedures

It is the responsibility of the building administrator to review the policy and procedures with appropriate staff to authorize the trip and to supervise the process utilized by the teacher and the students. You must consider the following items in your pre planning.

- ◆ Safety and well being of students, staff, and chaperones shall be of primary concern.
- ◆ Field trips shall relate to the curricular, co-curricular, outdoor education or WIAA activities.
- ◆ The proposed trip will be organized so that all students may participate if they and their parents so desire and if all conditions for participation are met.
- ◆ A district staff member shall accompany students on field trips.
- ◆ Behavior and safety standards shall be reviewed with all students before departure.
- ◆ The staff member shall contact the site to become familiar with the location and any hazards or dangers. Specific arrangements will be made for the field trip so that the desired activity can be coordinated with the objectives.
- ◆ Follow-up activities shall occur in conjunction with the field trip.
- ◆ Field trip forms are available in the office from Jana Kosiba (Activities) and Rhonda Covert (Athletics). It is the responsibility of the staff member scheduling the trip to see that all permission forms have been completed for each student prior to going on the trip. Only written permission signed by parent or guardian will be accepted.

Adult Supervision

- ♦ The number of adult supervisors to be determined by the teacher should be based upon the age of students, duration of the trip, safety considerations, and nature of activities planned.
- ♦ Students should be under the direct supervision of a staff member or adult supervisor.
- ♦ Student conduct during the activity should be based on consideration for personal and property rights of others.
- ♦ District policies and procedures pertaining to pupil conduct, discipline and rights apply to pupils while away from the school campus on school-sponsored field trips.

Day Trip

Pre-Approval of Day Trip

- ♦ Pre-approval of field trip from the building administrator, Michael Takayoshi
- ♦ Transportation requested through building secretary, Rhonda Covert

Prior to Day Trip

- ♦ Give students the informed consent to be completed for approval by parents and teachers.
- ♦ Copies of the itinerary to the students and parents involved in the trip.
- ♦ Collect student informed consents. Check for appropriate signatures and medical insurance. All students must have insurance.
- ♦ Make copies of the informed consent form for the building designee and other chaperones on your trip.
- ♦ Confirm your transportation with the building secretary.

Day of Trip

- ♦ Take original informed consent forms with you on the trip.
- ♦ Take a copy of informed consent forms for the other chaperones. They only need a set for the students in their group.
- ♦ Copies of student completed informed consent forms left with building designee.
- ♦ Contact phone numbers of staff supervisor on field trip for emergencies left with building designee.
- ♦ Itinerary of the trip left with building designee.

Return from Day Trip

- ♦ Check in with the building designee upon return if people are still in the building. Then they know that all have returned safely or if there were any complications.
- ♦ Take originals of informed consent forms to building designee.
- ♦ Informed consent forms **must be kept for one year** from the date of the trip.
- ♦ Complete any follow up paperwork needed.

Overnight Trips

Pre-Approval of In and Out of State Overnight Trip

- ♦ Written plan to building administrator for Pre-approval of field trip. **No Communication with parents or students until the Field Trip is approved.**
- ♦ Transportation requested through building secretary.
- ♦ Sent to district office building designee **at least 45 Days** prior to trip for approval. Out of state may require even more notification, work with your building administrator as soon as you know you want to pursue an Out of State Overnight Trip.

- ◆ District office needs the following items:
 - ⇒ Copy of permission form
 - ⇒ Destination
 - ⇒ Itinerary
 - ⇒ Contact person
 - ⇒ Where you are staying
 - ⇒ Number of students and chaperones
 - ⇒ Mode of transportation
 - ⇒ Verify that there is adequate transportation for all students and chaperones
 - ⇒ If a chaperone is traveling in their personal vehicle please list this as well
 - ⇒ Emergency phone numbers

Prior to the Trip

- ◆ Give students the informed consent to be completed for approval by parents and teachers.
- ◆ Copies of the itinerary to the students and parents involved in the trip.
- ◆ Collect student informed consents. Check for appropriate signatures and medical insurance. All students must have insurance.
- ◆ Make copies of the informed consent form for the building designee and other chaperones on your trip. Create an alpha list of all participants and chaperones.
- ◆ Confirm your transportation with the building secretary.

Day of Trip Departure

- ◆ Take original informed consent forms with you on the trip.
- ◆ Take a copy of informed consent forms for the other chaperones. They only need a set for the students in their group and list of all participants and chaperones.
- ◆ Copies of student completed informed consent forms left with building designee.
- ◆ Contact phone numbers of staff supervisor on trip left with building designee.
- ◆ Itinerary of the trip left with building designee.

Day of Return from Trip

- ◆ Check with the building designee upon return if people are still in the building. Then they know that all have returned safely or if there were any complications.
- ◆ Take originals of informed consent forms to building designee.
- ◆ Informed consent forms must be kept for one year from the date of the trip.
- ◆ Complete any follow up paperwork needed.

Transportation

District or commercial vehicles should be used for all class field trips.

- ◆ The school secretary will contact the Transportation Department to schedule vehicles for the trip.
- ◆ The phone contact will be followed by a Transportation Field Trip Request Form ten (10) school days prior to the trip.

However, there are times when a staff member with a Type II License may transport a small group of students in his or her private vehicle, e.g., special recognition events delivering food baskets. For those situations, the staff member must meet the following criteria:

- ◆ Utilize a vehicle, which is in compliance with all applicable State laws and regulations and is

mechanically sound and reliable.

- ◆ Possess a current, valid Washington State Driver's license with appropriate licensed driving experience.
- ◆ Maintain valid personal auto liability insurance with minimum limits of \$100,000 per occurrence and \$300,000 aggregate combined single limit of liability (or \$100,000/\$300,000 Bodily Injury; \$50,000 Property Damage) and uninsured motorist coverage.
- ◆ Complete and have approved **"Approval For the Use of Private Vehicle" form 2320P**.

Expense

Be judicious in planning field trips when students are charged for expenses. "Each student shall have an equal opportunity to participate in field trips that are taken by the student group. The availability of field trip opportunities for students is commensurate with the funds which can be allocated to support such activities. The District will strive to offer field trip experiences with a minimum of expense to the individual students." [2320]

Chaperones

The number of adult supervisors should be based upon the age of students, duration of the trip, safety considerations, and nature of activities planned. Students should be under the direct supervision of a staff member or adult supervisor. Ros Resch maintains a list of those adult chaperones who are already approved. She can help you contact possible chaperones. Be sure to discuss any questions about adequate supervision with the Principal. A district staff member shall accompany students on field trips.

Emergency While on a Field Trip

In the event of an emergency while on a field trip, the staff member in charge will notify his or her supervisor and make arrangement for promptly notifying parent of all students involved in the field trip activity.

Time Frames

Because field trip requests can often come in during "peak request seasons" the first two weeks and the last three weeks of a semester will be times when field trip requests are not accepted. Exceptions will be looked at individually by Michael Takayoshi.

FINANCES

Cash Handling

Here are some basic policies to remember when working with cash:

- ◆ Before charging a fee for any school activity, item or event, discuss your plan with an Administrator and the ASB Treasurer for approval. State laws and district policies are very strict concerning fund raising in public schools.
- ◆ Far in advance, request a cash box and any necessary documents that will be needed for your event.
- ◆ After sales are done for the day, count all money, and fill out an Activity cash report.
- ◆ The Activity cash report and all money **MUST** be turned in to the Treasurer's office daily!
- ◆ Checks must be made payable to CHS or Cascade High School.

- ♦ It is **ILLEGAL** to give cash back if a check is written for more than the amount required.
- ♦ **NEVER** cash a check outright.

Collecting Money From Students

All money should be handled through the Treasurer's office, which is open to students before school, during lunches and after school. **At no time should teachers/coaches/staff handle money.** Once the student pays they are to show their receipt verifying payment to their respective teacher/coach/staff member.

Fees

Our obligation is to provide a free public education. "The District shall provide an educational program for the students as free of costs as possible." [3520] Students, however, will be charged for loss or damage to materials. Policy 2311P states, "Students and/or parents will be held responsible for instructional materials lost or damaged." Teachers may not establish any fees or fines—such policies must be established through the Principal.

Fund Raising

All fundraising activities must be handled through the Treasurer's office. Well in advance, a fundraiser request form must be filled out and signed by the club/team, advisor/coach, ASB cabinet representative, ASB Treasurer, and Primary Advisor.

It is critical that all appropriate procedures are followed when having a fundraiser. **Please meet with Pam Chittick prior to the fundraiser to help insure all necessary steps are followed.**

Tutoring

"School facilities, material or equipment will not be available without charge for paid private lessons or tutoring conducted by staff members or others." [5220]

No Personal Gain From Students

Under state law, school personnel may not gain financially from students or their parents through the conduct of their professional duties.

Requisitions and Purchase Orders for ASB and General Fund

- ♦ Purchases should be planned in advance and be supportive of school goals.
- ♦ ASB purchases are handled by Pam Chittick in the Treasurer's office. You can get the PO request form from Pam Chittick, as well as ask any questions about the process. It is critical that all receipts and invoices are promptly delivered to the Treasurer's office for payment.
- ♦ General Fund purchases are handled by Roslyn Resch. Please see her with any questions. Reimbursements **MUST** be pre-approved. Do not make a purchase without getting the proper approval.

Technology Repair Procedures

Please send all technology related problems/issues to Help Desk at ext. 4357. If they are unable to resolve the issue, then administration will assist.

Use of School Resources

Under state law, school personnel may not use resources provided for educational purposes for their own use. This would be regarded as a misuse of public funds, or a "gift of public funds." For example,

staff members cannot use school equipment without charge to teach a course under the auspices of another school unless the district is reimbursed.

GRADING AND PROGRESS REPORTS

Assessment

“All assessment shall be designed so that the results are used by educators as tools to evaluate instructional practices and to initiate appropriate educational support for students. Assessments shall provide an opportunity for students to be measured fairly and impartially.” [2130]

End of Semester Grading

Semester exam schedules, exact report card procedures and due dates will be announced prior to each grading period.

Grade Book

Teachers are required by state law to maintain an up-to-date grade book which records grades, student absences, and tardies. The marking system should be clear, fair, and accurate. An explanation should provide a key to understanding markings, percentages, and grade ranges. Teachers using an electronic grade book must back up their data. The grade book (or hard copy of an electronic grade book data) is turned in to the office at the completion of the school year, and is kept on file for several years.

[Reference: ESD Policy 2140]

Grading

1. In the first week of school, students must receive a copy of the course outline and grading policy for each course. A copy of the course syllabus and including grading policy is to be kept on file in the main office. Students should be able to calculate their own grades throughout the semester based on the grading procedure and the feedback given to the student by the teacher.
2. Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. An explanation of the marking system must be included.

Incompletes

A grade of “incomplete” may be given to a student who was unable to complete class work. A plan for the incomplete work to be completed should be attached to an “I” grade and turned into the registrar. The student has 25 days to complete the work, if the registrar does not receive a grade from the teacher responsible by the 25th day; the grade automatically becomes a failure.

Progress Reports

In all cases, it is the responsibility of the teacher to communicate with the student and his or her parents through a progress report, especially if the student is in danger of receiving a grade of D or F. These reports are to be signed by the students and parent and returned to the teacher. If the progress report is not returned, the teacher is required to call the parent and note the day of the call in the grade book. If a phone call cannot be completed, another progress report is to be mailed home.

Regular progress reports should be completed and provided for parents by the dates announced through the staff bulletin, usually at mid-quarter.

No failing grades shall be given if a student has not been given a progress report, or if the parents have not been notified.

Report Cards

Report cards are mailed home after the close of each quarter. Grades are due according to a schedule communicated by the Wendy Heiser.

HANDBOOK CHANGES

Changes in the Student and Staff Handbook may be made during the school year by the school authorities. Such changes will be made available to students and staff in writing.

HARASSMENT

(Board Policy 3205) No one should be subjected to harassment at school for any reason. Therefore, it is the policy of the Everett School Board (policy 3205) that all employees, volunteers, parents and students will deal with all persons in ways, which convey respect and consideration for individuals regardless of race, color, marital status, national origin, creed, religion, gender, age, or disability. Acts of harassment, hostility, or defamation, whether verbal, written, or physical, will not be tolerated and constitute grounds for disciplinary action including suspension and/or expulsion from school. Legal agencies may be contacted. Sexual harassment includes all unwanted, uninvited and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. Sexual harassment can include:

- ◆ Sexually suggestive looks or gestures
- ◆ Sexual jokes, pictures or teasing
- ◆ Pressure for dates or sex
- ◆ Sexually demeaning comments
- ◆ Deliberate touching, cornering or pinching
- ◆ Attempts to kiss or fondle
- ◆ Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.

Prohibition of Harassment, Intimidation and Bullying (Board Policy 3204)

Everett Public Schools maintains a safe, respectful and secure learning environment for all students that is free from harassment, intimidation and bullying. Our district's core values include our commitment to value differences among people and treat one another respectfully. Harassment, intimidation and bullying of students by other students, by staff members, by volunteers, by parents or by guardians is prohibited.

It shall be a violation of this policy and the district's student discipline policy for any student of the district to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct while in or on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

Prevention

The district will provide students with strategies designed to prevent harassment, intimidation and bullying. In its efforts to educate students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions will be designed to address the impact that harassment, intimidation and bullying has on victims and upon others impacted by the violation. Interventions will also be designed to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct to determine intervention strategies. Interventions may include counseling, correcting behavior and discipline, to law enforcement referrals.

Retaliation

Retaliation against those who report or participate in an investigation of harassment, intimidation and bullying is prohibited. Such retaliation will result in appropriate discipline.

False Allegations

Knowingly reporting false allegations of harassment, intimidation, and bullying is prohibited. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

For counsel and assistance in resolving matters of harassment contact Cascade's Title IX site coordinator, Laura Phillips or the Title IX/EEOC Officer, Randi Seaberg at 4730 Colby Ave., Everett, WA 98203.

See complete procedure including reporting guidelines - See Appendix

INSTRUCTIONAL RESOURCES

Academic Freedom

The ESD Policy 2330 addresses the rights of teachers and students. "Education is fostered in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration for the rights of students and the community. Teachers are entitled to exercise academic freedom subject to accepted standards of professional responsibility."

Controversial Materials

"A staff member planning to use a learning resource which might possibly be questioned should notify his/her building administrator. Materials which include use of profanity and/or explicit sex should be considered against criteria of literary merit, relevant curriculum objectives, and the age of students in the school." [2311P, page 2; see also 2331P for Controversial Issues] **Teachers must inform the principal and request parent approval in order to use videos not rated for a middle school audience.** Have alternate equivalent assignments available for times when parents object.

Copyright Compliance

Be aware of copyright laws when using copyrighted materials. "The reproduction or use of copyrighted material by educators and librarians is permitted by law under certain circumstances. District personnel shall abide by such principles of 'fair use' as permitted by law, federal guidelines, and district procedures."

Copyright Laws and Videos

By law, as well as by intent, the pre-recorded home videocassettes and videodiscs which are available in stores throughout the United States are for HOME USE only—unless you have a license to show them elsewhere. The Federal Copyright Act (Public Law 95-553, Title 17 of the U.S. Code) contains, simple, straightforward rules governing showing of video materials. These rules are summarized in the following paragraphs.

1. The rental or purchase of home videocassette DOES NOT carry with it the right to show it outside the home (Section 202).
2. Home videocassettes may be shown, without a license, in the home to a normal circle of family and its social acquaintances because such showings are not public.
3. Home videocassettes may be shown, without a license, in certain narrowly defined “face-to-face” teaching activities (Section 110.0) because the law makes a specific, limited exception to such showings. There are not other exceptions. (It is a violation to show such videos in schools for recreation, reward or recess).
4. All other showings of home videocassettes are illegal unless they have been authorized by license. Even “performances in ‘semipublic’ places such as clubs, lodges, factories, summer camps and schools are “public” performance subject to copyright control.” (Senate Report No. 94-473, page 60; House Report No. 94-1476, page 62)
5. Businesses, institutions, organizations, companies or individuals wishing to engage in non-home showings of home videocassettes must secure licenses to do to—regardless of whether an admission or other fee is charged.
6. (Section 501). This legal requirement applies equally to profit-making organizations and non-profit institutions (Senate Report No. 94-473, page 59; House Report No. 94-1476, page 62)

Showing of home videocassettes without a license, when one is required, is an infringement of copyright. If done “willfully and for purposes of commercial advantage or private financial gain,” it is a federal crime (Section 506). In addition, even innocent or inadvertent infringes are subject to substantial civil damages, ranging from \$500 to \$20,000 for each illegal showing, and other penalties (Section 501-502).

YouTube & Online Video Services

Teachers who are planning on using online video services such as YouTube must download/preview material prior to showing the videos to students. This allows teachers to avoid possible inappropriate images or language from being presented to students live.

Core Materials

ESD Policy 2311P, page 2, states: “Core materials are those print or non-print materials which support the instructional core of a curricular area. These may include a textbook series, paperbacks, multimedia, non-book materials, manipulatives, computer courseware or any other instructional material needed to implement specific essential learning. These materials form the predominant mode for instruction.” The district maintains lists of approved materials in the Curriculum and Assessment Office (385-4058).

Guest Speakers

“Guest speakers are to be invited with the knowledge and approval of the principal or designee. Speakers should enhance and enrich the instructional program. The reason for inviting the speaker and rationale is to be submitted to the appropriate person (principal or designee). Every effort will be made

to present both sides of controversial issues.” [2321P]

All visitors must sign in and out through the front office and be escorted to the classroom by an adult. Please advise the front office staff if you are expecting a visitor to your classroom. For complete information, refer to the policies concerning visitors in this handbook.

Pledge of Allegiance

The Pledge of Allegiance at Cascade High School is recited in each classroom at the beginning of announcements each morning. According to ESD Policy 2333, “Flag exercises shall be conducted in each classroom at the beginning of the school day and the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence.”

Flag etiquette: The flag should not be used for any decoration in general, flag should never be used for any advertising purpose, flag should not be used as part of a costume or athletic uniform, the flag should never have any mark, insignia, letter, word, number, figure, or drawing of any kind placed on it, or attached to it. Flag etiquette referenced www.usa-flag-site.org/etiquette

Religion

“The Everett School District shall remain neutral in matters involving religion.” [2340] “The District recognizes and shall honor the constitutional rights of students to the free exercise of religion and to have their schools free from sectarian control or influence. Staff members and students are encouraged and expected to create an atmosphere in the schools where the diverse beliefs of all students may be accommodated in a spirit of mutual respect and understanding.” [3218]

Supplemental Materials

“Non-core learning resources are supplementary materials used to support, enrich, and individualize the curriculum to meet the specific needs of the students. The responsibility for materials selection and purchase approval process is delegated to the building administrator or designee.” [2311P, page 2] It is the teacher’s professional responsibility to have a rationale for use of supplemental material based on the essential learning and the district’s learning goals. Units and teachers should inform the administration of supplemental materials purchased if they are expected to be controversial. Be especially aware of the rating on any video used.

Textbooks

All textbooks are now bar coded and stored in secure book depositories on campus (Library and room 216). At the start of the school year and second semester, textbooks will be checked out to students by the librarian, library secretaries and other support staff.

Distribution: All textbooks at the beginning of the school year will be checked out through room 216, our textbook depository. You will receive a pre-scheduled time to bring students to check out their books. Please encourage students to bring their ID cards for a speedy check out and if they don’t have a current card at the time of check out their previous year cards also work (even if it is their middle school ID). If a student is absent the day of check out, we have a small amount of each title stored in the library that the student(s) can come check out.

Textbook check-in:

All textbooks must be returned to the library throughout the school year, new student, withdrawn

students, classes dropped etc.

At the change of the semester textbooks will be returned & re-distributed through the library.

At the end of the school year textbook check-in will be pre-scheduled to be returned to room 216 for storage.

Each student is responsible for his/her textbooks so please DO NOT take books from students, send them to the library to return them.

In addition to textbooks, novels are stored and checked out exclusively through the library system as well. When a teacher requests a specific novel for their class please e-mail the library staff who will work with the teacher to schedule a time to check them out to individual students in the class.

Withdrawing Students: Any staff member that is aware of students withdrawing from Cascade advise them to return all textbooks to the library.

Questions – please ask Amalia Pimenta, Penny Clemetson, Darcie Cooper, & Ros Resch.

LESSON PLANS

Each teacher shall prepare daily and long-term lesson preparations and shall have adequate plans for use by substitutes. Those preparations should be on the teacher's desk and available for an administrator to review when they come for a scheduled or unscheduled observation.

PE INJURIES

If a PE injury occurs, the student must tell the appropriate PE teacher who will determine if the injury requires ice or other attention. Ice will be provided in the gym. If further treatment is indicated, the student will be sent to the nurse's office with a pass directly from PE. With all head injuries, the student should be assessed in the Nurse's Office and a Head Injury report form be filled out within 24 hours of the incident. Once completed, submit these forms to Ros Resch.

SAFETY RULES AND POLICIES

According to ESD Policy 8303P-D, "Students shall be oriented to the school setting the first week of school. Students shall be informed of designated areas for specific activities." Teachers should frequently review fire and emergency procedures as well as classroom rules and procedures.

All Science, Art, PE, HFL and other staff working with potentially dangerous machinery or materials must develop a full set of guidelines to protect their students' safety. These safety rules must be posted and copies sent home and with students for review with their parents.

SCHEDULE CHANGE PROCEDURE

Schedule Changes First Ten Days

- A hole in their schedule – Students should go to see their counselor during that period that has the missing class assigned.
- Class problems – This may be a student who has two math classes on their schedule, a class they

have already taken or the wrong class. There is a Schedule Change Form that you will receive, to be filled out by you, the teacher, and taken to the counseling secretary, Debbie Mehaffey. The teacher brings down the form, not the student. The student will be called down at a later date by the counselor.

- In general, the first 10 days of the semester is when schedule changes are done. There may be a few exceptions. Encourage students to email their counselors or see them at their lunch time. Please remember and remind students, they need to put in a request to see their counselor. They cannot just come down to the office to see their counselor unless they have been called down by their counselor.

After the First Ten Days of the Semester

- A student who withdraws from a class after the 10th day of the semester will receive a failing grade unless there is a documented medical reason, in which case the student will receive an “NC” grade.
- Teacher initiated requests need to follow discipline procedures.

Other Schedule Changes

- The teacher of the class being dropped will discuss the schedule change with the student. If the request is in accordance with one of the appropriate reasons,
 1. *Needs to take a required course*
 2. *Inappropriate skill level/placement*
 3. *Lack of prerequisite*
 4. *Taken and received credit previously*
 5. *Failed subject with the same teacher*
 6. *Mechanical error (missing periods, doubly scheduled periods, canceled or newly formed classes)*

The teacher is to complete the form, sign and submit it to the Counseling Office.

- The student will be called to the Counseling Center to complete the process. Students will be given a schedule change form to be signed by teachers and returned to counseling office.
- Once the schedule change has been made, the teacher will be alerted through the TWS (attendance) system.

Important Note

At semester, students dropping a year-long course must get the year-long form signed by parent indicating acknowledgment and understanding of the reasons for this request.

2014~2015 SCHOOL LUNCHES

	Student Prices		Adult Prices
	Full Price	Reduced	Full Price
Lunch	\$3.00	\$.40	\$4.00 (\$3.75 without beverage)
Breakfast	\$1.25	Free	\$1.65
Milk only		\$.55	

SEARCH AND SEIZURE

Teachers should never conduct a search of a student, or their property. If you have any concerns about inappropriate student activity please notify an Administrator.

Searches of Students and Their Property

All students shall be free from unreasonable searches of their persons, clothing, and other personal property. However, a student and a student's possessions are subject to search by the principal, assistant principal, or principal's designee if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules governing student conduct. A search is mandatory if there are reasonable grounds to suspect a student possesses a firearm.

The principal, assistant principal, or principal's designee shall begin by asking that the student consent to the search. A student or his/her parents/guardians on the student's behalf may consent to a search at school. If the student refuses to consent to the search, school officials may proceed to search the student and the student's personal belongings as follows:

- A.** Any search of a student and the student's possessions conducted by the principal, assistant principal, or principal's designee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules. For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon
- B.** The principal, assistant principal, or principal's designee shall conduct searches in a manner which is not excessively intrusive in light of age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school officials.
- C.** The principal, assistant principal, or principal's designee shall determine in his/her discretion if a student's parent/guardian should be contacted prior to conducting a search. If not previously notified, a student's parent/guardian shall be contacted following a search. Advance notification of the student's parent/guardian is not required, however, and is at the discretion of the principal, assistant principal or principal's designee

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

Establishing Reasonable Grounds

The following review of the basis for the search should occur before conducting a search:

- A.** Identify 1) the student's suspicious conduct, behavior, or activity; 2) the source of the information; and 3) the reliability of the source of such information.
- B.** If suspicion could be confirmed, would such conduct be a violation of the law or school rules?
- C.** Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

Conducting the Search

If the principal or principal's designee determines that reasonable grounds exist to search a student's clothing, personal effects, desk, locker, assigned storage area, or automobile, the search shall be conducted as follows:

- A.** If evidence of criminal activity is suspected to be present and criminal prosecution will be recommended if criminal activity is confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.
- B.** If evidence of violation of a school rule is suspected, and if confirmed by the search will be handled

solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.

Searches of Lockers, Desks, and Storage Areas

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the district. Neither right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. A search is mandatory if there are reasonable grounds to suspect there is a firearm in the locker, desk, or storage area. Any search of an individual student's locker shall be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the principal, assistant principal, or principal's designee conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to board policy governing personal searches.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

SECURITY

Keys

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

1. Always keep your building key(s) with you. Keys are never to be given to students.
2. Sign a record for each key issued to you.
3. In the event of a lost key, the principal and office manager should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
4. Do not duplicate keys. This is a serious violation of district procedures.
5. Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.

Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with Ros Resch annually.

Disruption of School Operations

Notify an administrator immediately if you note a disruption to the school program. ESD Policy states, "If

any person is under the influence of drugs or alcohol or is disrupting any school program, activity, or meeting or threatens to do so or is committing, threatening to commit or inciting another to imminently commit any act which would disrupt or interfere with or obstruct any lawful task, function, process or procedure of any student, official staff member, or guest of the school district, the superintendent or staff member in charge shall direct the person to leave immediately and/or shall call for the assistance of a law enforcement officer.” [4314]

Personal Belongings

Each of us likes to personalize our work environment to make it comfortable and welcoming for students, parents and staff. 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.

In creating this environment, care should be exercised as to the decorations, equipment and furniture that are brought; taking into account the ages of your students, health and safety factors. The district provides staff with appropriate equipment such as desks, chairs, file cabinets, therefore, it should not be necessary for staff to bring in their own items.

For energy conservation purposes, the district prohibits microwave ovens, refrigerators, coffee pots and other small appliances in classrooms and offices except in locations which are approved by the work site administrator; e.g. staff rooms. Also, for health and safety reasons, please see an administrator for guidelines which prohibits soft-sided furniture such as couches and overstuffed chairs, and slider-chairs.

A limited number of personal items which are in good taste, such as knickknacks, family photos, and small electronics such as a small radio are acceptable. There are limitations on the district's responsibility for the care and security of personal items you choose to bring to school or your work site.

Smoking On Campus

ESD Policy 5140 states: “Tobacco use is prohibited inside all district facilities, on all district property and in all district vehicles.”

Sonitrol Security System

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

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. ***Above all else. Please work with the building custodians to ensure clear and accurate information about coding out of any building, if you are using your classroom or any other space, after hours, on weekends, or during holidays. Cascade is charged for every false security alarm!***

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

Turning the System Off (to enter the building)

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

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

Turning the System On (to leave the building)

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

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

Visitors

We welcome and encourage visitors to our school, but we also establish and enforce procedures to ensure student safety. ESD Policy 4314 states: “The board welcomes and encourages visits to schools by parents, other adult residents of the community, and other educators. Visitors must notify the school principal or designee before visiting any area of the school.” Student visitors are not allowed to visit the campus.

Volunteers

The following policies govern the use of volunteers: ESD Policy 5430: “The district recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens; hence, use of volunteers in the district is encouraged, subject to suitable regulations and safeguards.” ESD Policy 5430P: “A volunteer works under the direction and supervision of a district staff member. Volunteers are required to complete a disclosure statement (5430P, page 3) as part of the volunteer screening process.” Please notify Roselyn Resch, the volunteer coordinator, if you have a volunteer or wish to have one.

SELLING ITEMS AT SCHOOL

The conducting of private business or selling unauthorized items is **prohibited**.

STAFF PARKING

All staff are to park in the staff parking lot. A parking permit is to be displayed (see the Treasurer’s Office for parking permit). Please do not park in the visitor area of the lot. Direct questions about parking go to Building Security.

STUDENT INTERVENTION TEAM (SIT)

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

STUDENT EDUCATION INTERVENTION TEAM (MDT)

The CHS Student Education Intervention Team meets once a week. The primary purpose of the Student Education Intervention Team is to review student cases referred by SIT team for consideration of Special Education Department services. This team also receives for current SPED student may be referred by SIT.

STUDENT PROPERTY

See Student Handbook for Procedure

PRIVACY RIGHTS OF PARENT(S)/GUARDIAN(S) AND STUDENTS

The Everett School District, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s)/guardian(s) and students.

As in the past, a student's records are open for inspection and review with interpretation to the parent(s)/guardian(s) of the student, legal guardian(s), or the student himself/herself if eighteen years of age or older. Appointments may be made at the principal's office for viewing cumulative records of grades, achievement test scores, health records, or psychological records.

(Psychologicals are administered only with prior parent(s)/guardian(s) approval.)

Parent(s)/guardian(s) or students eighteen years of age or older may view their records, attach written comments, or request a hearing to remove a part of the records.

Student record information will not be released to most persons or agencies without the written consent of the parent(s)/guardian(s). However, the Everett School District will forward elementary and secondary student's educational records on request to the school in which the student seeks or intends to enroll without further parent(s)/guardian(s) notification.

Parent(s)/guardian(s) may receive a copy of the records at their expense if requested. Similarly, transcripts or other information requested by students will be forwarded to colleges and educational institutions to which students are applying.

All rights of review and Due Process procedures transfer from parent(s)/guardian(s) to the individual student when the student becomes eighteen years of age.

For junior and senior high students, directory information includes the following information relating to a student: the student's name, address, telephone number, activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, graduation lists, class lists, scholarship and award winners, addresses and telephone numbers of Title I and Title IV students and parent(s)/guardian(s) for Advisory Committee use.

Information relating to the student's school records will be given to prospective employers at the request of the student.

Parent(s)/guardian(s) not wishing this information be made public should notify the school principal in writing within ten (10) calendar days following notice of these rights to students.

The following table of Rules, and definition should be helpful:

School Conduct Rules

Everett School District No. 2

Refer to the Student Rights and Responsibilities Handbook

STUDENT RECOGNITION

All staff should plan for the recognition of personal and academic achievement of students. “The Board encourages staff to recognize students for significant growth and/or improvement in academic achievement and/or distinguished performance in any school or classroom activity.” [2440]

STUDENT SUPERVISION

Assemblies

Attendance at all school assemblies for both students and teachers is required. Teachers should sit in their assigned locations during assemblies and should actively monitor their students’ behavior and attentiveness. Teachers should review the assembly expectations prior to each assembly. Teachers without students should be alert to supervise where needed.

Hall Pass

If it is necessary for a student to leave class, the student should carry the designated hall pass (plastic board for bathroom or colored paper pass for other purpose). Please limit bathroom privileges—students are provided with five minutes between each class and have time to stop in a restroom on the way to class.

Passing Time

During passing time, teachers should supervise students inside their classrooms and in adjacent areas.

Responsibility to Supervise

We are responsible for student safety at all times. “Each staff member must be in the classroom or at any other assigned station at all times or must make sure that another teacher is temporarily in charge.” [3400] All student meetings, turnouts, and work parties must be under the direct supervision of a staff member. Individual students or groups of students should not be left unattended. A class or group of students should be supervised by a staff member until supervision is assumed by another responsible person. Students should not be permitted to use equipment in the classroom which has not been approved for school use. Students should not be permitted to use equipment until they have received operating instructions and prescribed safety procedures. Students should not be permitted to work in a shop, kitchen or laboratory without qualified supervision. Incidents of unsafe conditions and defective equipment should be reported to the principal immediately.

STUDENT WELFARE

Accidents

“Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care.” [3431P] Send the injured student to the office immediately with an escort, if the injured student is able to go safely and comfortably. Otherwise, notify the office and request help while making the injured student as comfortable and as safe as possible. Complete and submit an accident report to the office promptly. If you yourself are hurt while at work, call the office immediately to ensure proper care. As soon as possible, obtain and complete an accident report form, available from Ros Resch. There is a short form for emergency accidents and a different form for non-emergency accidents.

Medication

No medication shall be given to students by school personnel, with the exception of those authorized and trained to dispense medication. The parents of students needing medication during school hours must first give the medication to the Health Room Assistant, who will distribute and monitor the student’s dosage.

Safety

All staff members are responsible for student safety under the following ESD Policy 3420P, page 1: “Staff are responsible for creating and maintaining the safest possible environment for students at all times.” Except for during a lockdown, windows, doors and sightlines shall remain unobstructed.

Suicide

“Any staff member who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will immediately notify the principal.” [3423P, page 1]. Also, contact the student’s counselor so action may be taken to assist the student.

SUBSTANCE ABUSE BY STAFF REPORTING PROCESS

If you suspect a staff person is at work under the influence of alcohol, a controlled substance or other intoxicants you are to:

1. Immediately have a witness present with the individual. It is preferable to have a witness who has substance abuse training, e.g. a substance abuse counselor.
2. Notify the Assistant Superintendent or a Human Resources Director immediately whether it is a verified or a second hand report. You will be then guided through the next steps. It is of little value to report the suspected usage the next day, week or weeks afterwards. Do not take a wait and see approach.
3. Do not send the person home!
4. Encourage them to take a substance abuse test through the district’s provider or an appropriate medical clinic. Do not administer a breathalyzer test yourself. If one is given on the work site, it must be by a school resource officer.

5. For certificated staff, keep in mind the Code of Professional Conduct, *WAC 180-87-055, Alcohol or Controlled Substance Abuse*:

Unprofessional conduct includes:

Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:

- Notification of the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance.
- A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
- The education practitioner has had a reasonable opportunity to obtain such assistance.

The possession, use or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

The consumption of an alcoholic beverage on school premises or at a school-sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

Drug-Free Workplace

In accordance with the Drug-Free Workplace Act of 1988, as amended, the District prohibits:

1. The unlawful manufacture, distribution, dispensation, possession, or use, of alcohol, a controlled substance, or other intoxicants in the workplace;
2. Reporting to work under the influence of alcohol, a controlled substance, or other intoxicants; and
3. Any other manufacture, distribution, dispensation, possession, or use of alcohol, a controlled substance, or other intoxicants in a manner that is detrimental to the interests of the District.

An employee who is taking a drug or medication, whether or not prescribed by the employee's physician, that may adversely affect that employee's ability to perform work in a safe or productive manner is required to report such use to his or her supervisor. This includes drugs or medicine that are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those that may cause drowsiness or dizziness. The supervisor, in conjunction with the District office, will then determine whether the employee can remain at work and whether any work restrictions will be necessary.

"Workplace" for purposes of this policy includes any school building or any school premises; any school-owned vehicle, or any other school-approved vehicle used to transport students to or from school activities; and off-school property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

As a condition of employment, each employee shall notify his or her supervisor of his or her conviction

under any criminal drug statute for a violation occurring in the workplace as defined above. Such notification shall be provided no later than five (5) days after such conviction. As a further condition of employment, each employee shall abide by the terms of this policy respecting a drug-free workplace.

An employee who violates the terms of this policy may be suspended, discharged, or nonrenewed in accordance with the provisions of board policy, state law, and/or applicable collective bargaining agreements. The District may also refer the matter for criminal prosecution. In cases where the District in its sole discretion determines that reinstatement of the employee is appropriate, it may require as a condition of eligibility for reinstatement that an employee satisfactorily complete a drug rehabilitation or treatment program approved by the District, at the employee's expense. Nothing in this policy shall be construed, however, to guarantee reinstatement of any employee who violates this policy; nor does the District accept any financial obligation for treatment or rehabilitation required as a condition of eligibility for reinstatement.

The Superintendent or designee is directed to:

- ◆ Provide a copy of the District's Drug-Free Workplace statement to new employees;
- ◆ Maintain a drug-free awareness program; and
- ◆ Comply with other specific requirements of the Drug-Free Workplace Act of 1998, as amended.

The drug-free awareness program shall include: informing employees about the dangers of drug abuse in the workplace; the District's policy establishing a drug-free workplace; available drug counseling, rehabilitation, and employee assistance programs, if any; and the penalties that may be imposed for drug abuse violations.

SUBSTITUTES / GUEST TEACHERS

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

1. Each teacher will complete a substitute procedure form to be kept in the office. The substitute procedure form must include the location of the sub folder in your classroom and any other pertinent information. Each teacher should have a substitute folder which contains the following: lesson plans, specific classroom routines, emergency procedures, daily schedule, seating charts, class lists, contact information, and emergency sub plans. Substitute procedure forms and substitute folders must be updated and prepared by September 30 and February 28 (for second semester).
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals." (Collective Bargaining Agreement 10.03)

4. Preferred guest teachers can be requested through the district's automated substitute calling program. Staff with questions about this system should ask for help from Ros Resch.

Staff are responsible for informing the district of any personal absence by calling the Automated Sub System or by logging in to the system from the district website. (See Appendix.) All absences must be recorded in the system, whether you require a substitute or not. Staff must log in or call in to the system personally; the office can not call in an absence for you. Any non-personal (eg. Field trip/conference) absence must be communicated to Ros Resch so she can enter the absence and "order" a sub.

SUPPLEMENTAL CLASSROOM ACTIVITIES

Contests

"Student participation in contests, advertising, promotions and surveys sponsored by any non-school organization must be entirely voluntary. All such activities involving students must have prior approval." [2322]

Parties

Celebrations, parties and other disruptions to the regular school routine are to be kept to a minimum and must be shown to contribute substantially to the educational program at Cascade. Discuss with the administration any plans for parties during academic learning time. Be especially cautious when planning any activity which includes refreshments or in which food items are brought from home as part of a classroom presentation or project. For the safety of our students and staff, Everett Public Schools Food & Nutrition Department has developed the following food guidelines based on information from Snohomish Health District:

- Use careful handwashing with soap and hot water before preparing and/or serving food, after using the restroom, after sneezing or coughing, and as necessary when food is being served.
- Food served to students should be served using disposable gloves or tongs. It is best to use gloves or utensils rather than touch with hands. If gloves or tongs are not available, serve with well-washed hands and use minimal touch.
- Due to the increase in allergies, please check with the school nurse or teacher for any specific allergies in the classroom. Please read labels carefully: some foods have "hidden" source of allergens (for example, tortilla chips fried in peanut oil).
- Cakes, breads, cookies, and other potentially non-hazardous baked goods are preferred.
- Prepared food from a commercial source is made following strict state and local inspection. For that reason, it is preferred that food items come sealed, from the store.
- Because of the difficulty of providing adequate refrigeration, foods containing custard or cream fillings are not to be served. Commercial fruit pies are acceptable, but not pumpkin pies or other custard pies made with eggs.
- Meat dishes, meat-filled pies, sprouts, and potato or macaroni salads should not be served.
- No home canned products are allowed.
- Fresh fruit can be used if it is washed and cut immediately before it is to be served. All cut melons are considered potentially hazardous and must be kept ice cold until served.
- Never serve unpasteurized milk or juice of any kind, especially apple juice or cider.
- Canned or bottled drinks are preferable to beverages that are mixed and brought in.
- Disposable cups and utensils are preferable. Minimize handling of all disposable cups, plates, napkins and utensils.

- For more information please visit the Snohomish County Health Department (<http://www.snohd.org/>).

Performances

“Permission and approval to perform as a representative of the school or District shall be contingent upon the determination that such participation is in the best interest of the student, the school and the District. The activity, program, performance or contest under consideration shall have educational value consistent with the goals and objectives of the District.” [2325]

TECHNOLOGY

Access

1. Employees will have access to job-appropriate technologies while being provided opportunities to use those technologies.

Appropriate Use

1. It is the expectation of the school district that employees effectively and appropriately use available technology.
2. Inappropriate use should be reported to appropriate school district officials.
3. All users of the system shall comply with current copyright laws.

General Use of Everett Public Schools Technology

1. Diligent effort by all users must be made to conserve system resources; e.g., system storage, network bandwidth, software licenses, etc.
2. Prior to having access to the system, every effort shall be made to provide appropriate training.

Personal Security

1. Staff should not share personal information about employees or students without appropriate authorization.

System Use

1. All use of the system must be in support of education and Everett Public Schools' operations and consistent with the mission of the school district. Everett Public Schools reserves the right to prioritize use and access to the system.
2. Any use of the system must be in conformity with state and federal law, system use policies and school district policy.
3. Use of the system for commercial solicitation is prohibited except as allowed by law.

Acceptable Use of the Everett Public Schools

1. All use of the system must be in support of the goals and objectives of the district. The district reserves the right to prioritize use of and access to the system.
2. Any use of the system must be in conformity with state and federal law, and district policies and guidelines. Use of the system for commercial solicitation is prohibited. Use of the system for charitable/non-profit purposes must be approved in advance by the Superintendent or

designee.

3. The system constitutes a public facility and may not be used to support or oppose political candidates or ballot measures.
4. The system shall be used in a manner that does not disrupt the operation of the system by others. System components, including hardware and software, shall not be destroyed, modified or abused in any way.
5. Use of the system to harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system is prohibited.
6. Users are responsible for the appropriateness and content of all material they transmit or publish on the system. Further, hate mail, harassment, discriminatory remarks, or other antisocial or unprofessional behavior is expressly prohibited.
7. Use of the system to access, store or distribute obscene or pornographic material is prohibited.
8. Subscription to mailing lists, bulletin boards, chat groups, commercial on line services, and other information services must be pre-approved by the employee's supervisor and Director of Information Systems and Technology.
9. Users may not share their account ID or password with another person or leave an open session unattended or unsupervised. Account owners are ultimately responsible for all activity in their account.
10. Users shall not seek information, or modify files, data, or passwords belonging to other users. User shall not attempt to gain unauthorized access to the system.
11. Communicators must not be encrypted to avoid security review.
12. Users are required to change passwords regularly. Users must avoid using easily guessed passwords.

Personal Security

1. For the protection of individual users, personal information such as addresses and telephone numbers should not be communicated on the system. Students must never reveal such information without the permission of the teacher. Student photographs may be used if signed parent permission is granted. No student photograph is to be identified by individual name.
2. Students must never make appointments to meet people in person whom they have contacted on the system without district and parent permission.
3. Users should notify their supervisor whenever they come across information or messages that are inappropriate or make them feel uncomfortable. Students should notify their teacher.

Copyright

Users must strictly adhere to federal, state, and local copyright laws. The illegal installation, use, storage, or distribution of copyrighted software or materials on district computers is prohibited.

General Use

1. Diligent efforts must be made to conserve system resources. For example, users must frequently delete e-mail messages and unused files.
2. Employees and students shall not have access to the system without having received appropriate training and a signed Network User Access Informed Consent Form on file with the district. Also, students must have signed approval of parent or guardian.
3. Nothing in these regulations is intended to preclude the supervised use of the system while under

the direction of a teacher or other approved user acting in conformance with district policy and procedure.

4. From time to time, the district will make a determination on whether specific uses of the system are consistent with the regulations stated above.
5. Under prescribed circumstances non-student or non-staff users may be permitted, provided such individuals demonstrate that such use furthers the purpose and goals of the district.
6. For security and administrative purposes, the district reserves the right for authorized personnel to review system use and file content.
7. The District reserves the right to remove users from the system at its sole discretion. Any user (employee or student) may appeal the removal from the system to the Director of Information Systems & Technology. If the user is not satisfied with the Director of Information Systems & Technology, she/he may appeal that decision to the Deputy Superintendent, whose decision is final.

Violations of any of the regulations may be cause for disconnection from the Network and/or disciplinary action.

YOUTH SUICIDE

Signs of Concern:

Depression	Abrupt Changes in Behavior
Mood Swings	Crying Spells
Recent Grief or Losses	Changes in School Performance
Giving Away of Treasured Belongings	Suicidal Threats
Hopelessness	Alcohol and Drug Abuse
Cutting	

What to Do:

First of all, if a student you know is in immediate danger, please call 911 and contact an administrator or counselor. The information and resources listed below are designed to help you in situations that are not immediate crisis situations:

1. If concerns occur during the school day, refer student to their counselor or to an administrator.
2. If concerns occur after school hours, contact a parent/guardian and notify the counselor or administrator as soon as possible.
3. Don't be afraid to ask about previous suicide attempts or suicide plan.
4. Have someone remain with the student until a parent, trusted adult or close friend can pick up the student. Don't forget to share the resource list below. You can call or have the student call, if necessary, any of the phone numbers for assistance or advice.

Resources:

Child Protective Services	1-866-829-2153
Teen Hope	1-206-546-1010
Youth Crisis Line	1-800-784-2433 1-800-SUICIDE

WEATHER RELATED EMERGENCIES

Late Start Procedures for Weather or Other Emergencies

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

Notification of Late Start Schedule

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, you will receive a message from the school via Blackboard (formerly ConnectEd - Please confirm with the office that your number is updated). Most radio and television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

Radio and TV Stations

KRKO AM 1380	KEZX FM 98.9
KCIS AM 630	KSLY FM 92.5
KWYZ AM 1230	KCMS FM 105.3
KTAC AM 850	KMGI FM 107.7
KIRO AM 710	KPLZ FM 101.5
KIXI AM 880	KMPS FM 94
KING AM 1090	KUBE FM 93
KEZX AM 1150	KPLU FM 83
KOMO AM 1000	KBSG FM 97.3
KMPS AM 1300	KRPM FM 106.1
KVI AM 550	KBRD FM 104
KBSG AM 1210	KOMO ~ TV 4
KJR AM 950	KING ~ TV 5
KLSY AM 1540	KIRO ~ TV 7

Please do not call the radio stations or district administrative offices. Jammed telephone lines only compound emergencies. Information is also immediately available on the Everett Public Schools' Web site. www.everett.k12.wa.us/everett

Early Dismissal Procedures for Weather or Other Emergencies

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

To Enter an Absence

Call 888-632-6493 for the Automated Telephone Substitute Request System

Or you can enter your absence on the district web site.
www.everettsd.eschoolsolutions.com

APPENDIX

For a completed and detailed reference to all the Everett Public School District Board Policies and Procedures, please visit the Everett public school district website.

Appendix 1

Code of Professional Conduct

Teachers in Washington are expected to act within a Code of Professional Conduct. The actual law is presented here, to assure that there is no confusion over these expectations.

WAC Chapter 180-87— Professional Certification Acts of Unprofessional Conduct

WAC 180-87-005 Purpose.

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, non-renewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, non-renewal of contracts, or other employment action by employers of education practitioners.

WAC 180-87-010 Public policy goals of Chapter.

The public policy goals of this chapter are as follows:

- (1) To protect the health, safety, and general welfare of students within the state of Washington.
- (2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- (3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 180-86 WAC.

WAC 180-87-015 Accountability for acts of unprofessional conduct.

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 180-86 WAC.

WAC 180-87-020 Applicability of chapter to private conduct.

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 180-87-025 Exclusivity of chapter.

No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 180-87-030 Prospective application of chapter and amendments.

The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply

prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 180-87-035 Education practitioner—Definition.

As used in this chapter, the term “education practitioner” means any certificate holder licensed under rules of the state board of education to serve as a certificated employee.

WAC 180-87-040 Student—Definition.

As used in this chapter, the term “student” means the following:

- (1) Any student who is under the supervision, direction, or control of the education practitioner.
- (2) Any student enrolled in any school or school district served by the education practitioner.
- (3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
- (4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to drop outs, graduates, and students who transfer to other districts or schools.

WAC 180-87-045 Colleague—Definition.

As used in this chapter, the term “colleague” means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

WAC 180-87-050 Misrepresentation or falsification in the course of professional practice.

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- (1) Statement of professional qualifications.
- (2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
- (3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- (4) Representation of completion of in-service or continuing education credit hours.
- (5) Evaluations or grading of students and/or personnel.
- (6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
- (7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
 - (a) Good moral character or personal fitness.
 - (b) Acts of unprofessional conduct.
- (8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

WAC 180-87-055 Alcohol or controlled substance abuse.

Unprofessional conduct includes:

- (1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
 - (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
 - (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
 - (c) The education practitioner has had a reasonable opportunity to obtain such assistance.
- (2) The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

WAC 180-87-060 Disregard or abandonment of generally recognized professional standards.

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- (1) Assessment, treatment, instruction, or supervision of students.
- (2) Employment or evaluation of personnel.
- (3) Management of moneys or property.

WAC 180-87-065 Abandonment of contract for professional services.

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- (1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.

Professional service contract.

Appendix 2

Paraeducator Competencies

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

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

Adopted: December 2008

Appendix 3

Prohibition of Harassment, Intimidation and Bullying

Harassment, intimidation and bullying (HIB) means any intentional electronic, written, verbal or physical act including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written, verbal or physical act:

Physically harms a student or damages the student's property;
 Has the effect of substantially interfering with a student's education;
 Is so severe, persistent, or pervasive that it creates an intimidating, embarrassing or threatening educational environment; or
 Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation and bullying.

"Other distinguishing characteristics" may include, but are not limited to: physical appearance, clothing or other apparel, socio-economic status and weight.

"Intentional" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation and bullying can take many forms, including but not limited to, slurs, name calling, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, hazing, physical attacks, threats or other written, oral, or physical acts or electronically transmitted messages or images.

A. Definitions

Perpetrator is a student, staff member, or other member of the school community who engages in the harassment, intimidation and bullying of a student.

Conduct that is "**substantially interfering with a student's education**" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Retaliation is when a student, staff member, or other member of the school community takes adverse action or reprisal against a student because the student has reported incidents of harassment, intimidation and bullying, or because the student has participated in an investigation of harassment, intimidation and bullying.

School community includes students, staff members, school board members, contractors, volunteers, parents and guardians, patrons, and other visitors.

Staff member includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted student is a student against whom harassment, intimidation, and bullying has allegedly been perpetrated.

B. Prevention

1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's website.

2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation and bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Report Form or a link to a web-based form.

3. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Report Form.

4. Prevention Strategies The district will implement a range of strategies including individual, classroom, school, and district-level approaches to prevent harassment, intimidation and bullying.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

C. Staff Intervention

Any school staff member who observes, overhears, or otherwise witnesses harassment, intimidation and bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation and bullying, may require no further action under this procedure.

D. Compliance Officer

The district compliance officer will:

- Serve as the district's primary contact for harassment, intimidation and bullying.
- Provide support and assistance to the principal or designee in resolving complaints.
- Receive copies of all HIB Incident Report Forms, discipline referral forms relating to HIB, and letters to parents providing the outcomes of investigations.
- Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
- Ensure the implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
- Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
- Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
- In cases where, despite school efforts, a targeted student experiences harassment, intimidation and bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student.

E. Incident Reporting

Step 1: Filing an Incident Report Form

An individual need not reveal his or her identity on an Incident Report Form. The form may be filed anonymously, confidentially, or the individual may choose to disclose his or her identity (non-confidential). Staff members should report incidents of HIB on an Incident Report Form.

Status of Reporter

Non-Confidential

Individuals may file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will be restricted to those with a need to know, both during and after the investigation.

The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Confidential

Individuals may file a report asking that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged perpetrator based solely on a confidential report. (Example: A student tells a

playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, “I won’t be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.”)

Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged perpetrator based solely on an anonymous report. Schools may use complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Report Form dropped on a teacher’s desk led to the increased monitoring of the boys’ locker room in 5th period.)

Step 2: Receiving an Incident Report Form

All staff members are responsible for receiving oral and written reports. Whenever possible, staff members who initially receive an oral or written report of harassment, intimidation and bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation and bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be recorded on a district Incident Report Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the reporting and investigative process.

Upon receipt of the Incident Report Form that alleges unresolved, severe, or persistent harassment, intimidation and bullying, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the targeted student, the district will immediately contact law enforcement and inform the parent/guardian.

During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation and bullying occur between the targeted student and the alleged perpetrator. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the targeted student and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the targeted student; altering the alleged perpetrator’s schedule and access to the targeted student, and other measures.

Within two (2) school days after receiving the Incident Report Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district’s policy and procedure on harassment, intimidation and bullying.

In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the targeted student or the alleged perpetrator to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district policy for reporting such cases to Child Protective Services or the police.

The investigation shall include, at a minimum:

- An interview with the targeted student;
- An interview with the alleged perpetrator;
- A review of any previous complaints involving either the targeted student or the alleged perpetrator; and
- Interviews with other students or staff members who may have knowledge of the alleged incident.

The principal or designee may determine that other steps must be taken before the investigation is complete.

The investigation will be completed as soon as practical but generally no later than five (5) school days from the initial report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.

No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or verbally to the parent/guardian of the targeted student and the alleged perpetrator stating:

- The results of the investigation;
- Whether the allegations were found to be factual;
- Whether there was a violation of policy; and
- The process for the targeted student to file an appeal if the targeted student disagrees with results.

Because of the laws regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the targeted student and alleged perpetrator by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the targeted student or the alleged perpetrator to involve his or her family.

If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy for reporting such cases to Child Protective Services or the police.

Step 4: Corrective Measures for the Perpetrator

After completion of the investigation, the school or district designee will institute appropriate corrective measures.

Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.

Corrective measures that involve student discipline will be implemented according to district Policy 3300 – Corrective Actions or Punishment. If the accused perpetrator is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.

If a principal or principal's designee finds that a student, staff member, or other member of the school community knowingly made a false allegation of harassment, intimidation and bullying, that individual may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

If the targeted student or his or her parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal with the superintendent within five (5) school days of receiving the decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student or his or her parent/guardian may appeal to the school board by filing a written notice of appeal with the superintendent within five (5) school days of receiving the superintendent's written decision.

An appeal to the school board must be heard within ten (10) school days of receipt of the written notice of appeal to the school board. The school board will review the record and render a written decision on the merits of the appeal within five (5) school days following the termination of the hearing, and shall provide a copy of the decision to all parties involved. The board's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation and bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for the student who commits an act of harassment, intimidation and bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district Policy 3300 – Corrective Actions or Punishment.

If the harassment, intimidation and bullying was of a public nature or involved groups of students or bystanders, the school may consider school wide training or other activities to address the incident.

If a staff member has been found to be in violation of this policy and procedure, the district may impose disciplinary action, up to and including termination of employment. If a certificated employee is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may impose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may result in the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation and bullying will be provided information regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

F. Immunity/Retaliation

A staff member, student, or other member of the school community who promptly reports an incident of harassment, intimidation and bullying to an appropriate school official, and who makes this report in compliance with the district's policy and procedure relating to harassment, intimidation and bullying is immune from a cause of action for damages from arising from any failure to remedy the reported incident.

No staff member, student, or other member of the school community may engage in reprisal or retaliation against a student, witness, or other person who brings forward information about an alleged act of harassment, intimidation and bullying. Retaliation is prohibited and will result in appropriate discipline.

G. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying.

Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A harassment, intimidation and bullying complaint based on a student's legally protected status may also be reported to the following state or federal agencies:

OSPI Equity and Civil Rights Office

360.725.6162

Email: equity@k12.wa.us

www.k12.wa.us/Equity/default.aspx

Washington State Human Rights Commission

800.233.3247

www.hum.wa.gov/index.html

Office for Civil Rights, U.S. Department of Education, Region IX

206.607.1600

Email: OCR.Seattle@ed.gov

www.ed.gov/about/offices/list/ocr/index.html

Department of Justice Community Relations Service

877.292.3804

www.justice.gov/crt/

Office of the Education Ombudsman

866.297-2597

Email: OEInfo@gov.wa.gov

www.governor.wa.gov/oeo/default.asp

OSPI Safety Center

360.725.6044

www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Appendix 4

Maintaining Professional Boundaries with Students

Maintaining Professional Boundaries between Employees and Students

The board of directors expects all employees to maintain the highest professional, moral and ethical standards in interactions with students. All staff members are required to maintain an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between employees and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, an understanding of child development, and consistency with the educational mission of the schools.

Employees are expected to exercise common sense and good judgment in their interactions with students. Employees will not intrude on a student's physical or emotional boundaries unless necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the employee's duties in the district. Additionally, when interacting with students, employees are expected to be aware of and sensitive to the appearance of impropriety in their own conduct and the conduct of other employees and volunteers. Employees will report issues to their building administrator or supervisor or human resources whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

A staff member who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another staff member is required by law to report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.

The board of directors supports the use of technology to communicate for educational purposes. However, employees are prohibited from online socializing with students or use of technology with students that violates the law, district policies or procedures, or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination.

The superintendent or designee is directed to develop (1) staff protocols for reporting allegations of failure to maintain boundaries; (2) training to increase staff awareness of their role in protecting children from inappropriate conduct by adults; and (3) procedures to implement this policy.

See Board Policy 5253 & 5253P

Maintaining Professional and Appropriate Boundaries between Employees and Students

School employees are required to maintain professional and appropriate boundaries in their relationships with students that are consistent with legal and ethical standards of care.

A boundary invasion is an act, omission or pattern of behavior by an employee that:

Is without legitimate educational purpose;

Has the potential to abuse the relationship between the employee and the student; or

Violates legal and ethical standards of care.

Unacceptable Conduct

Examples of unacceptable incidents and/or patterns of conduct by employees in the area of boundary violations may include but are not limited to the following:

Inappropriate physical contact with a student;

Comments or actions directed to a student or students that could be considered harassment, such as speech intended to intimidate or belittle a student or persistent attention, without legitimate educational purpose;

Showing pornography to a student;

Singling out a particular student or students for personal attention and friendship;

Socializing where students are consuming alcohol, drugs, or tobacco;

Encouraging students to confide their personal or family problems or information about their relationships, unless doing so is related to an assigned employee duty. If a student initiates such discussions, employees are expected to exercise caution and ensure that the discussion has legitimate educational purpose, and if necessary, refer the student to appropriate guidance/counseling staff;

Sending students on personal errands that do not have legitimate educational purpose;

Banter, allusions, jokes or innuendos of a sexual nature with students;

Disclosing inappropriate personal information about private matters to students;

Addressing students or permitting students to address employees with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;

Maintaining personal contact with a student outside of school by phone, email, instant messenger or internet chat rooms, social networking web sites, cards, or letters without including the parent/guardian, unless such contact is for the purpose of conducting legitimate school business, such as assigning or clarifying homework assignments or conveying schedule information.

Exchanging personal gifts, cards or letters with an individual student;

Socializing or spending time with students outside of the school day or school-sponsored events, except as required by educational responsibilities or as participants in organized community activities, unless the employee is also a parent and the social contact with the student is a result of the student's relationship with the employee's child;

Giving a student a ride alone in a vehicle in a non-emergency situation; and/or

Invading a student's privacy, (e.g., walking in on the student in the bathroom).

Appearance of Impropriety

The following activities are boundary violations and can create the appearance of impropriety or result in an impropriety. Whenever possible, employees should avoid these situations. If unavoidable, these activities should be reported to the employee's supervisor, and if possible, approved in advance of the activity.

Being alone with an individual student out of the view of others, except when necessary because of the employee's professional responsibilities;

Inviting or allowing individual students to visit the employee's home, unless the visit arises out of the student's relationship with the employee's child, or a relationship between the student's parent/guardian and the employee;

Visiting a student's home, except as part of assigned professional responsibilities, unless the visit arises out of the student's relationship with the employee's child, or a relationship between the student's parent/guardian and the employee; or

Social networking with students when there is no legitimate educational purpose for doing so.

Reporting Violations

Students and their parent/guardian are strongly encouraged to notify the principal or area assistant superintendent if they believe an employee has or may be engaging in conduct that violates this procedure.

Employees are required to promptly notify the principal, their supervisor, the human resources director, or the superintendent/designee if they become aware of a situation that may constitute a violation of this procedure.

All parties involved in the complaint will be notified as appropriate to the investigation in accordance with district policy and procedure and applicable collective bargaining agreements.

Disciplinary Action

Employee violations of this procedure may result in disciplinary action up to and including dismissal. Violations by employees holding professional certificates will also be reported to the Office of Professional Practices. Violations involving sexual or other abuse will also result in referral to Child Protective Services and/or law enforcement in accordance with the board's policy on Reporting Child Abuse and Neglect.

Appendix 5

Civility in the Workplace

Civility in the Workplace

The board of directors believes a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The board of directors commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors or visitors is prohibited.

Expectations of Stakeholders (Board of Directors, Employees, Parents, Volunteers, Contractors and Visitors)

In support of this policy, the board of directors expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors which might provoke fear, anger, frustration and alienation;
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed;
- Seek to understand others' points of view and cultural perceptions.

Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering, or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking;

- Using personal epithets or slurs,
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

“Uncivil conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Nor does “uncivil conduct” include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

Addressing Uncivil Conduct

Stakeholders are expected to:



- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation;
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern;
- Resolve personal complaints or grievances with a supervisor's decision or action by requesting a problem-solving conference with the supervisor or with the administrator's supervisor.
- Persons who observe or experience uncivil behavior have an obligation to intervene, reflect back to the offender on the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.

Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

Cross References:

- Board Policy 1621 Board-Superintendent Operating Protocol
- Board Policy 4314 Visitors and/or Disruption of Schools
- Board Policy 4312 Complaints to Board Members Concerning Staff
- Board Policy 5010 Nondiscrimination and Affirmative Action
- Board Policy 5160 Sexual Harassment

2015-16 BELL SCHEDULES

<u>REGULAR</u>	<u>LIF EARLY RELEASE</u>	<u>CO-CURRICULAR</u>	<u>2 HOUR LATE START</u>
<i>1st Bell 7:25</i> 1st 7:30 – 8:22 2nd 8:27 – 9:19 PAWS 9:19 – 9:42 3rd 9:47 – 10:39 1st Lunch 10:44 – 11:14 4th 11:19 – 12:11 4th 10:44 – 11:36 2nd Lunch 11:41 – 12:11 5th 12:16 – 1:08 6th 1:13 – 2:05 <i>Buses Depart 2:12</i>	<i>1st Bell 7:25</i> 1st 7:30 – 8:13 2nd 8:18 – 9:01 3rd 9:06 – 9:49 1st Lunch 9:54 – 10:24 4th 10:29 – 11:14 4th 9:54 – 10:39 2nd Lunch 10:44 – 11:14 5th 11:19 – 12:02 6th 12:07 – 12:50 <i>Buses Depart 12:57</i>	<i>1st Bell 7:25</i> 1st 7:30 – 8:21 2nd 8:26 – 9:17 Co-Curr 9:17 – 9:41 3rd 9:46 – 10:37 1st Lunch 10:42 – 11:12 4th 11:17 – 12:08 4th 10:42 – 11:33 2nd Lunch 11:38 – 12:08 5th 12:13 – 1:04 6th 1:09 – 2:00 <i>Buses Depart 2:07</i>	<i>1st Bell 9:25</i> 1st 9:30 – 10:06 2nd 10:11 – 10:47 3rd 10:52 – 11:28 1st Lunch 11:33 – 12:03 4th 12:08 – 12:43 4th 11:33 – 12:08 2nd Lunch 12:13 – 12:43 5th 12:48 – 1:24 6th 1:29 – 2:05 <i>Buses Depart 2:12</i>
<u>AM ASSEMBLY</u>	<u>PM ASSEMBLY FRIDAY</u> <u>EARLY RELEASE</u>	<u>EARLY RELEASE</u> <u>WITH LUNCH</u>	<u>EARLY RELEASE</u> <u>WITHOUT LUNCH</u>
<i>1st Bell 7:25</i> 1st 7:30 – 8:16 2nd 8:21 – 9:07 3rd 9:12 – 9:13 Assembly 9:22 – 10:06 3rd 10:16 – 10:56 1st Lunch 11:02 – 11:32 4th 11:37 – 12:23 4th 11:02 – 11:48 2nd Lunch 11:53 – 12:23 5th 12:28 – 1:14 6th 1:19 – 2:05 <i>Buses Depart 2:12</i>	<i>1st Bell 7:25</i> 1st 7:30 – 8:06 2nd 8:11 – 8:46 3rd 8:52 – 9:28 5th 9:33 – 10:09 1st Lunch 10:14 – 10:44 4th 10:49 – 11:29 4th 10:14 – 10:54 2nd Lunch 10:59 – 11:29 6th 11:34 – 12:10 Assembly 12:20 – 12:50 <i>Buses Depart 12:57</i>	<i>1st Bell 7:25</i> 1st 7:30 – 8:01 2nd 8:06 – 8:37 3rd 8:42 – 9:13 5th 9:18 – 9:49 1st Lunch 9:54 – 10:24 4th 10:29 – 11:00 4th 9:54 – 10:25 2nd Lunch 10:30 – 11:00 6th 11:05 – 11:35 <i>Buses Depart 11:42</i>	<i>1st Bell 7:25</i> 1st 7:30 – 8:10 2nd 8:15 – 8:51 3rd 8:56 – 9:32 4th 9:37 – 10:13 5th 10:18 – 10:54 6th 10:59 – 11:35 <i>Buses Depart 11:42</i>
<div>  <div> First & Second Semester Lunches 1st Lunch - 1, 4, 6 and Auto 2nd Lunch - 2, 3, 5 and 7 <i>Subject to Change</i> </div>  </div>			