

# Cascade High School 2017-2018 Staff Handbook



## “School of Pride”

Professionalism · Responsibility · Inclusivity · Dignity · Engagement

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

Cathy Woods	Principal	425-385-6090
Michael Takayoshi	Assistant Principal/Athletic Director	425-385-6016
Matt Bennett	Assistant Principal	425-385-6091
Jessica Easthope	Assistant Principal	425-385-6092

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

## **Welcome To Cascade High School**

The Mission of Cascade High School .....	1
Cascade Leadership Council (CLC).....	1
School Events Calendar .....	2
Staff Meetings .....	3
Important Dates.....	3
Learning Improvement Fridays (LIF) .....	4
2017-2018 Bell Schedule .....	5
Administrative Responsibilities .....	6
Cascade High School Main Office.....	9

## **Cascade High School Policies and Procedures**

Absence Reporting And Leaves Of Absence .....	11
Activities .....	11
Athletics .....	11
Campus.....	11
Communications .....	11
Computer Labs .....	13
Crisis Intervention Plan.....	13
Curriculum .....	15
Dances .....	16
Discipline .....	17
Dress And Appearance.....	20
Emergency Procedures .....	20
Exposure Procedures.....	20
Facilities And Equipment.....	21
Field Trips .....	21
Finances .....	24
Grading And Progress Reports.....	26
Handbook Changes .....	26
Instructional Resources .....	27
Lesson Plans.....	28
Multi-Tiered System Of Supports Team (MTSS) .....	28
PE Injuries.....	28
Safety Rules And Policies .....	29
Schedule Change Procedure.....	29
School Lunches .....	30
Search And Seizure .....	30
Security .....	31
Selling Items At School .....	33
Staff Parking .....	33
Student Property.....	33
Student Recognition .....	34
Student Supervision .....	34

Student Welfare.....	34
Substance Abuse By Staff - Reporting Process.....	35
Substitutes / Guest Teachers .....	35
Supplemental Classroom Activities .....	36
Youth Suicide.....	37
Weather Related Emergencies .....	37
Paraeducator Competencies .....	39

## **Everett Public Schools Policies and Procedures**

District Policies and Procedures.....	40
---------------------------------------	----

# **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."

## **Cascade Leadership Council (CLC)**

Cascade Leadership Council, our school improvement team meets approximately, every other Monday 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 Cascade Leadership Council 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:**

9/11	9/25	10/9	10/23	11/6
11/20	12/4	1/8	1/22	2/5
2/26	3/12	3/26	4/16	5/7
5/21	6/4			

### **Content Team Leaders:**

Business/Technology	Jodi Galli
Counseling	Kim Taylor & Laura King
English	Michelle Crews
Fine Arts	Isolde Beebe
Math	Lisa Olson-Kelly & Bree Youngberg
Office Professionals	Wendy Heiser
Paraeducators	Jill Jackson
PE	Jake Huizinga
Science	Jack McLeod, Aimee Sage, & Brian Cherniak
Social Studies	Melissa Webster
Special Education	Debbie Gomes & Derek Taylor
World Language	Jamie Farman & Kathy Lockwood

### **Administrative Team:**

Principal	Cathy Woods
Assistant Principal/Athletics	Michael Takayoshi
Assistant Principal	Matt Bennett
Assistant Principal	Jessica Easthope

## **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 & Matthew Bennet 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 Matthew Bennett.

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 be 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.

<b>½ hour meetings</b>	<b>1 hour meetings</b>	<b>1.5 hour meetings</b>
10/18	9/20	11/15
12/13	4/15	2/14
1/17	6/6	5/16
3/21		

## Important Dates

### Grading Periods

The academic year at Cascade High School is divided into two semesters: First semester starts September 6th, and second semester starts January 29th.

### Other Non-standard Days

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

#### *First Semester*

August 30 .....	Welcome Back! - LID Day
August 31.....	LID Day
September 4 .....	Labor Day Holiday
September 5 .....	Individually Directed Workday
<b>September 6 .....</b>	<b>First day of school for students</b>
October 13 .....	LID Day. No school for students.
November 3 .....	1st Quarter Ends
November 10 .....	Veteran's Day, no school
November 9 .....	1st Quarter Grades due
November 22 .....	Student/employee early release
November 23-24 .....	Thanksgiving Break, no school
December 18-January 1 .....	Winter Break, no school
January 15 .....	Martin Luther King Jr. Holiday, no school
January 27 .....	2nd Quarter/1st Semester ends

#### *Second Semester*

January 29 .....	LID Day. No school for students.
February 1 .....	1st Semester grades due
February 19-20.....	Midwinter Break, no school
March 16 .....	3rd Quarter Ends
March 22 .....	3rd Quarter Grades due
April 2-6 .....	Spring Break, no school
May 28 .....	Memorial Day, no school
June 8 .....	Early Release for all Students (2 1/2 hours)
June 19 .....	Last student day, early release
June 18 .....	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

9/15  
9/29  
11/3  
12/1  
12/15  
1/12  
1/26  
2/9  
2/23  
3/9  
4/13  
4/27  
5/11  
5/25  
6/15

#### Employee-facilitated Fridays

9/8  
9/22  
10/6  
11/17  
12/8  
1/5  
1/19  
2/2  
2/16  
3/2  
3/16  
4/20  
5/4  
5/18  
6/1

### ❖ Staff Call Backs

10/4/2017, 6:30-9:00pm - Curriculum Night  
3/1/2018, 6:30-9:00pm - Open House  
Additional Call Back—TBD

## 2017-2018 Bell Schedule

### REGULAR

<i>1<sup>ST</sup> Bell</i>	<i>7:25</i>
1 <sup>st</sup>	7:30 – 8:22
2 <sup>nd</sup>	8:27 – 9:19
PAWS	9:19 – 9:42
3 <sup>rd</sup>	9:47 – 10:39
<b>1<sup>st</sup> Lunch</b>	<b>10:44 – 11:14</b>
4 <sup>th</sup>	11:19 – 12:11
4 <sup>th</sup>	10:44 – 11:36
<b>2<sup>nd</sup> Lunch</b>	<b>11:41 – 12:11</b>
5 <sup>th</sup>	12:16 – 1:08
6 <sup>th</sup>	1:13 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### LIF EARLY RELEASE

<i>1<sup>ST</sup> Bell</i>	<i>7:25</i>
1 <sup>st</sup>	7:30 – 8:13
2 <sup>nd</sup>	8:18 – 9:01
3 <sup>rd</sup>	9:06 – 9:49
<b>1<sup>st</sup> Lunch</b>	<b>9:54 – 10:24</b>
4 <sup>th</sup>	10:29 – 11:14
4 <sup>th</sup>	9:54 – 10:39
<b>2<sup>nd</sup> Lunch</b>	<b>10:44 – 11:14</b>
5 <sup>th</sup>	11:19 – 12:02
6 <sup>th</sup>	12:07 – 12:50
<i>Buses Depart</i>	<i>12:57</i>

### AM ASSEMBLY

<i>1<sup>ST</sup> Bell</i>	<i>7:25</i>
1 <sup>st</sup>	7:30 – 8:16
2 <sup>nd</sup>	8:21 – 9:07
3 <sup>rd</sup>	9:12 – 9:13
<b>Assembly</b>	<b>9:22 – 10:06</b>
3 <sup>rd</sup>	10:16 – 10:57
<b>1<sup>st</sup> Lunch</b>	<b>11:02 – 11:32</b>
4 <sup>th</sup>	11:37 – 12:23
4 <sup>th</sup>	11:02 – 11:48
<b>2<sup>nd</sup> Lunch</b>	<b>11:53 – 12:23</b>
5 <sup>th</sup>	12:28 – 1:14
6 <sup>th</sup>	1:19 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### PM ASSEMBLY FRIDAY EARLY RELEASE

<i>1<sup>ST</sup> Bell</i>	<i>7:25</i>
1 <sup>st</sup>	7:30 – 8:06
2 <sup>nd</sup>	8:11 – 8:46
3 <sup>rd</sup>	8:52 – 9:28
5 <sup>th</sup>	9:33 – 10:09
<b>1<sup>st</sup> Lunch</b>	<b>10:14 – 10:44</b>
4 <sup>th</sup>	10:49 – 11:29
4 <sup>th</sup>	10:14 – 10:54
<b>2<sup>nd</sup> Lunch</b>	<b>10:59 – 11:50</b>
6 <sup>th</sup>	11:34 – 12:10
<b>Assembly</b>	<b>12:20 – 12:50</b>
<i>Buses Depart</i>	<i>12:57</i>

### PM ASSEMBLY

<i>1<sup>st</sup> Bell</i>	<i>7:25</i>
1 <sup>st</sup>	7:30 – 8:20
2 <sup>nd</sup>	8:25 – 9:15
3 <sup>rd</sup>	9:20 – 10:10
<b>1<sup>st</sup> Lunch</b>	<b>10:15 – 10:45</b>
4 <sup>th</sup>	10:50 – 11:40
4 <sup>th</sup>	10:15 – 11:05
<b>2<sup>nd</sup> Lunch</b>	<b>11:10 – 11:40</b>
5 <sup>th</sup>	11:45 – 12:30
6 <sup>th</sup>	12:35 – 1:20
<b>Assembly</b>	<b>1:30 – 2:05</b>
<i>Buses Depart</i>	<i>2:12</i>

### 2 HOUR LATE START

<i>1<sup>ST</sup> Bell</i>	<i>9:25</i>
1 <sup>st</sup>	9:30 – 10:06
2 <sup>nd</sup>	10:11 – 10:47
3 <sup>rd</sup>	10:52 – 11:28
<b>1<sup>st</sup> Lunch</b>	<b>11:35 – 12:03</b>
4 <sup>th</sup>	12:08 – 12:43
4 <sup>th</sup>	11:33 – 12:08
<b>2<sup>nd</sup> Lunch</b>	<b>12:13 – 12:43</b>
5 <sup>th</sup>	12:48 – 1:24
6 <sup>th</sup>	1:29 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### FOOD DRIVE

<i>1<sup>ST</sup> Bell</i>	<i>7:25</i>
PAWS	7:30 – 7:59
1 <sup>st</sup>	7:59 – 8:50
2 <sup>nd</sup>	8:55 – 9:46
3 <sup>rd</sup>	9:51 – 10:42
<b>1<sup>st</sup> Lunch</b>	<b>10:47 – 11:17</b>
4 <sup>th</sup>	11:22 – 12:13
4 <sup>th</sup>	10:47 – 11:38
<b>2<sup>nd</sup> Lunch</b>	<b>11:43 – 12:13</b>
5 <sup>th</sup>	12:18 – 1:09
6 <sup>th</sup>	1:14 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

### EXTENDED PAWS

<i>1<sup>ST</sup> Bell</i>	<i>7:25</i>
1 <sup>st</sup>	7:30 – 8:15
2 <sup>nd</sup>	8:20 – 9:05
EXT PAWS	9:05 – 10:10
3 <sup>rd</sup>	10:15 – 11:00
<b>1<sup>st</sup> Lunch</b>	<b>10:44 – 11:14</b>
4 <sup>th</sup>	11:40 – 12:25
4 <sup>th</sup>	11:05 – 11:50
<b>2<sup>nd</sup> Lunch</b>	<b>11:55 – 12:25</b>
5 <sup>th</sup>	12:30 – 1:15
6 <sup>th</sup>	1:20 – 2:05
<i>Buses Depart</i>	<i>2:12</i>

**First & Second Sem. Lunches**

**1<sup>st</sup> Lunch: 4, 6 & Auto**  
(Minus Gudgeon & Belair)

**2<sup>nd</sup> Lunch: 1, 2, 3, 5 & 7**  
(Plus Gudgeon & Belair)



# **Administrative Responsibilities**

## **Cathy Woods – Principal**

### **Responsibilities:**

- ☐ AP Equal Opportunity Schools Project (Secondary)
- ☐ AVID
- ☐ Bruin Community Parents
- ☐ Budget
- ☐ CLC
- ☐ Master Schedule (Secondary)
- ☐ Middle School Transition (Primary)
- ☐ Natural Leaders
- ☐ On Time Graduation
- ☐ MTSS: Social/Emotional
- ☐ Professional Development
- ☐ School Improvement Planning/SOSR/8-step
- ☐ Staff Meetings
- ☐ Student Registration (Primary)
- ☐ TILT Lead
- ☐ Student Supervision:  
Discipline, IEP's, and Attendance for GOAL students

### **Curriculum Area/Departments:**

- ☐ CTE
- ☐ GOAL
- ☐ Library
- ☐ Math

### **Supervision and Evaluation:**

#### Certificated Staff:

Barhanovich, J  
Bodner, C  
Boroumand, S  
Crum, A  
Daughtrey, C  
DeBenedetti, J  
Galli, J  
Groesbeck, L  
Gudgeon, C  
Kermodie, M  
Novilla, B  
Olson-Kelly, L  
Shafer, S  
Sibley, S  
Smith, E  
Smith, P  
Stencil, S  
VanderHelm, S  
Wambold, C  
Youngberg, B  
Youngquist, L  
Pimenta, A

#### Administrators

Easthope, J  
Bennett, M  
Takayoshi, M

#### Classified Staff:

Additional GOAL Para(s)  
Behavior Tech Para  
Garcia, C / Hager, L  
Heiser, W  
Johnson, K  
McCarthy, L  
Peterson, M  
Shaw, K  
Walderman, G

# **Administrative Responsibilities**

## **Michael Takayoshi – Assistant Principal/Athletics**

### **Responsibilities:**

- ☐ Athletics
- ☐ AP Equal Opportunity Schools Project (Primary)
- ☐ Assessment: AP (AP Coordinator)
- ☐ Bruin Community Parents
- ☐ Culture and Climate
- ☐ MTSS: Behavior
- ☐ Open House
- ☐ New Teacher Support
- ☐ PBIS
- ☐ Title IX; Harassment
- ☐ Student Supervision  
Students with last names starting P-Z  
(except GOAL students): Discipline,  
Attendance, BECCA court appearances, and  
IEPs

### **Curriculum Area/Departments:**

- ☐ English
- ☐ Special Education

### **Supervision and Evaluation:**

#### Certificated Staff:

Boggs, C  
Bowers, E  
Cane, M  
Clark, D  
Crews, M  
Erickson, J  
Ghidossi, S  
Gomes, D  
Himstedt, J  
Hunter, R  
Hurtig, R  
Juarez, B  
Kelsey, S  
Khatibi, K  
Marshall, W  
Nelson, B  
Nyberg, B  
Orsillo, G  
Poe, R  
Puff-Simmons, M  
Strosser, L  
Taylor, D  
Warden, T  
Weber, R  
Woods, C

#### Classified Staff:

Coker, C  
Collins, S  
Covert, R  
Fischer, R  
Hansen, D  
Jackson, J  
Johnson, N  
Prendez, R  
Robb, K  
Shafik, M

# **Administrative Responsibilities**

## **Matt Bennett – Assistant Principal**

### **Responsibilities:**

- ☐ Activities (Master Calendar, Field Trips, Commencement)
- ☐ ASB/ASB Budget
- ☐ Assessment: ELPA21, , PSAT, SAT,
- ☐ Bruin Community Parents
- ☐ Curriculum Night
- ☐ Field Trips
- ☐ MTSS: Attendance
- ☐ Master Schedule
- ☐ Newsletter
- ☐ Safety and Security
- ☐ Student Registration
- ☐ Student Supervision:  
Students with last names starting A-G  
(except GOAL students): Discipline,  
Attendance, BECCA court appearances, and  
IEPs
- ☐ Transportation

### **Curriculum Area/Departments:**

- ☐ EL
- ☐ Leadership
- ☐ PE
- ☐ Social Studies
- ☐ World Languages

### **Supervision and Evaluation:**

#### Certificated Staff:

Bertrand, S  
Belair, K  
Farman, J  
Femrite, A  
Harjo, P  
Hodgins, R  
Huizinga, J  
Hull, W  
Kefalas, N  
Lockwood, K  
McPherson, K  
Montalvo-Lopez, J  
Richardson, R  
Rickard, B  
Roberts, D  
Rogers, K  
Schmidt, J  
Sieh, J  
Stockdale, J  
Unruh  
Wang, Y  
Webster, M  
Wilson, K  
Wilson, M  
Wolk, R  
Worthingto, J

#### Classified Staff:

Chittick, P  
Chrisman, K  
Coon, H  
Cooper, D  
Crockett, C  
Haines, L  
Kosiba, J  
Nelson, H  
Peterson, K

# **Administrative Responsibilities**

## **Jessica Easthope – Assistant Principal**

### **Responsibilities:**

- ☐ Assessment: EES, EOC, HYS, NAEP, WA-AIM, WLPT, SBA
- ☐ Bruin Community Parents
- ☐ Maintenance
- ☐ Handbooks (Student and Staff)
- ☐ High School and Beyond
- ☐ Middle School Transition (Secondary)
- ☐ MTSS: Academics (Primary)
- ☐ Technology
- ☐ Student Supervision:  
Students with last names starting H-O  
(except GOAL students): Discipline,  
Attendance, BECCA court appearances, and  
IEPs

### **Curriculum Area/Departments:**

- ☐ Counseling
- ☐ Fine Arts
- ☐ Science

### **Supervision and Evaluation:**

#### Certificated Staff:

Beebe, I  
Cappello, L  
Cherniak, B  
Gregg, L  
Jensen, S  
King, L  
Kleckley, R  
Lindenstein, S  
McKay, B  
McLeod, J  
Rainey, D  
Ridenour, N  
Ringo, B  
Royce, S  
Sage, A  
Staley, M  
Taylor, K.  
TBD  
Wade, D  
Wilson, S  
Wood, G

#### Classified Staff:

Brent, L  
Cole, S  
Custodians  
Mehaffey, D  
Olson, S  
Rudolph, D

**Cascade High School Main Office**

**Cathy Woods** ..... x6090  
Principal  
Room 108

**Matt Bennett** ..... x6091  
Asst. Principal  
Students A-G  
Room 113

**Jessica Easthope** ..... x6092  
Asst. Principal  
Students H-O  
Room 116

**Michael Takayoshi** ..... x6016  
Asst. Principal/Athletic Director  
Students P-Z  
Room 117

**Scott Stencil**..... x6119  
Athletic Coordinator  
Room 312

**Counseling Department:**

**Laura King** (A-De)..... x6024

**Debbie Wade** (Df-Jo)..... x6021

**Raj Kleckley** (Jp-Ng)..... x6023

**Leiann Gregg** (Nh-Rod)... x6022

**Kim Taylor** (Roe-Z) ..... x6025

**Success Coordinator:**

**Heather Coon**..... x6034  
Admin

**Conchita Chinchilla** ..... x6037  
Assessments

**Stacey Cole**..... x6049  
Success Coordinator

**Career Specialist:**

**Trish Roberts** ..... x6030

**Drug & Alcohol Counselor:**

**Sandra Olson** ..... x6013

**School Psychologist:**

**Megan Simmons** ..... x6012

**Family Support Advocate:**

**Leslie Brent** ..... x6017

**Speech & Language:**

**Gail Orsillo**..... x6049

**Stephanie Ghidossi** ..... x6069

**Wendy Heiser** .....x6001

(Support Secretary to Cathy Woods)  
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 Michael Takayoshi)  
Athletics:  
Student Clearances  
Programs  
Transportation  
Schedules  
Field Trips & Transportation  
Front Reception

**Jana Kosiba** .....x6093

(Additional Support to Matthew Bennett & Jessica Easthope)  
Calendar  
Field Trips  
Facility Use  
Counseling Assistant

**Pam Chittick** .....x6020

All ASB Finances  
ASB Purchase Orders  
Revenue Collection  
Treasurer

**Kati Johnson** .....x6008

A/V Equipment  
Library  
Textbook Distribution/Check-In

**Lisa Haines** .....x6004

Attendance  
BECCA  
Front Reception  
Health Room/Contact Backup

**Cristina Garcia/Lisa Hager**

..... x6015  
(Additional Support to Cathy Woods)  
Grade Changes  
New Enrollments  
Student Record Updates  
Student Withdrawals  
Transcripts

**Catherine Shaw** ..... x6003

Annual Planning Guide  
Enrollment Reports  
Master Schedule  
Report Cards  
Student Withdrawals

**Darcie Cooper** ..... x6014

(Support Secretary to Matt Bennett; additional support 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

(Support Secretary to Jessica Easthope)  
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**

## **Absence Reporting And Leaves Of Absence**

### REPORT ABSENCES

SmartFind Express - [www.everettsd.eschoolsolutions.com](http://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*

## **Activities**

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

## **Athletics**

Refer to Student Handbook

## **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.

## **Communications**

### **❖ 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.

### ❖ **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 Treasurer’s 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.

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.

## 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)

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.

### ❖ 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  
Unprepared for class  
Refusal to work  
Cheating/Plagiarism  
Public Display of Affection  
Disrespectful Behavior  
Sleeping in class

Vulgarity or Profanity  
Failure to follow directions/non compliance  
Harassment (low level)  
Dress Code Violation  
Electronic Device Violation  
Lying  
Truancy

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

### ❖ Unexcused Tardies

1st Tardy  
2nd Tardy  
3rd Tardy  
4th Tardy  
5th Tardy

Warning  
Conference with Student  
Detention (Parent Contact)  
Detention (Parent Contact)  
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.

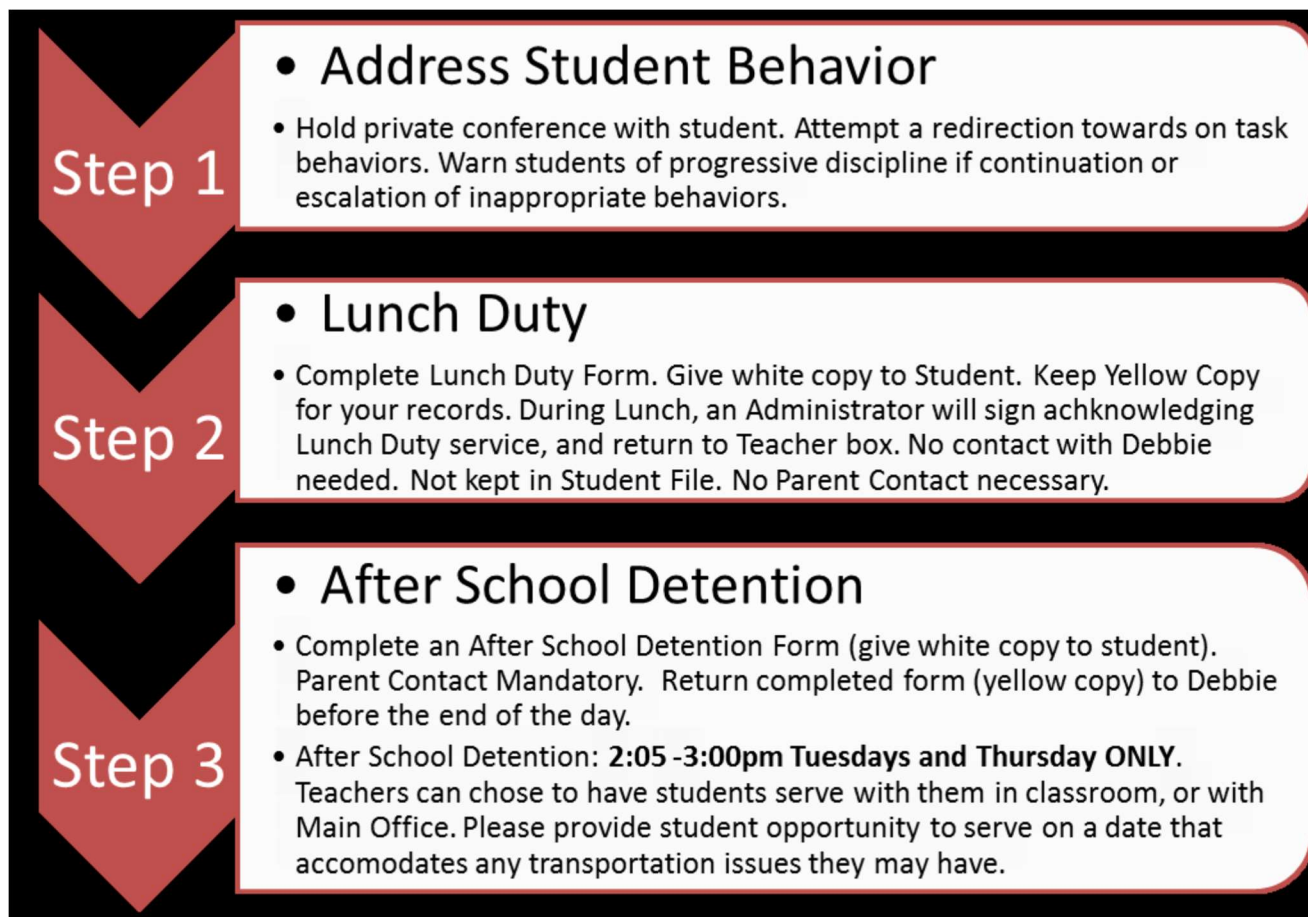
If the student is assigned to an after school detention the staff member will complete an after school detention contract. When you are completing an after school detention contract, please:

- ☐ 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 Injury

Dangerous Weapon

Destruction of Property

Tobacco Use

Defiance/Insubordination

Multiple Minor Infractions

Extortion

Refusal to Identify Self

Trespassing

Non-compliance (persistent)

Gambling

Theft

Truancy (persistent)

Arson

### ❖ **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 attached Student Handbook and District Student's Rights and Responsibilities

## **Dress And Appearance**

See attached Student Handbook

## **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.

### **❖ 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.

### **❖ 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.

### **❖ 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 Matthew Bennett. 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, Matthew Bennet
- ☐ 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, Rhonda Covert.
- ☐ 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. Wendy Heiser 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 Matthew Bennett.

## **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.

# 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.”

## ❖ 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 no 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.

## ❖ 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](http://www.usa-flag-site.org/etiquette)

### ❖ 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, Kati Johnson, Darcie Cooper, & Wendy Heiser.

## 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.

## Multi-Tiered System Of Supports Team (MTSS)

The CHS MTSS Team meets once a week. The purpose of the team is to make decisions and recommendations about the students who are struggling with academics, discipline, attendance, or social-emotional health. If teacher intervention produces unsuccessful results, students are referred by the teacher to the student's counselor.

## 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 Wendy Heiser for principal's review and signature.

## Safety Rules And Policies

According to ESD Policy 6503P-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 own 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.



## School Lunches

See the district's [webpage](#).

MEAL PRICES 2017-2018	Breakfast Price	Lunch Price
High School Student	\$1.50	\$3.00
Reduced Price (Kindergarten - 3rd grade)	free	free
Reduced Price (4th - 12th grade)	free	\$ .40
Second Meals served to students eligible for free or reduced meals are charged at the school's full-price rate.		
Adult Breakfast: \$2.00		
Adult Lunch (no beverage): \$3.75 Adult Lunch (with beverage): \$4.00		

## 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 Wendy Heiser 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 Wendy Heiser annually.

### ❖ **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.

### ❖ **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. 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

## ❖ **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 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. (Psychological records 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 Wendy Heiser. 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. Please refer to section – Youth Suicide

## **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.

## **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 Wendy Heiser.
5. 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 cannot call in an absence for you. Any non-personal (eg. Field trip/conference) absence must be communicated to Wendy Hesier 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]

## Youth Suicide

### ❖ Signs of Concern:

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

### ❖ 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 Link (Evenings 6-10pm)	1-866-TEENLINK (833-6546)
Teen Link 24-Hr Crisis Link	1-866-427-4747
National Suicide Prevention Lifeline	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, this information is usually available by 5:30 a.m.

### How to find emergency school schedule information:

- [www.FlashAlert.org](http://www.FlashAlert.org) You can subscribe to receive notices at the same time those notices are sent to media outlets, or you can bookmark this site to check for a listing of regional school emergency schedule information.
- Media news reports (Media get information from [www.FlashAlert.org](http://www.FlashAlert.org)).
- [Everett Public Schools](http://www.EverettPublicSchools.org) website.
- Everett Public Schools information line at 425-385-4636.
- Blackboard Connect\* calls made to school families beginning at 5:45 a.m.  
\*Please be sure your contact information is up to date at your school.
- Everett Public Schools social media [Facebook](https://www.facebook.com/everettpublicschools) and [Twitter](https://twitter.com/everettpublicschools) pages.
- Program [impact chart](#) outlines how various school programs and activities are impacted when school is cancelled or starts late.



you will receive a message from the school via Blackboard Connect (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.

**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 website. [www.everettsd.eschoolsolutions.com](http://www.everettsd.eschoolsolutions.com)

## **Paraeducator Competencies**

To work in education and related service programs for students, Paraeducators 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



## **District Policies and Procedures**

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

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

# Table of Contents

## **SERIES 1000 – BOARD OF DIRECTORS**

Schedule 1400S Board Meeting Schedule .....	1
---	---

## **SERIES 2000 – INSTRUCTION**

Procedure 2125P Web-based Resources and Other Online Educational Services .....	1
Procedure 2145P Suicide Prevention .....	1
Procedure 2150P Co-Curricular Program .....	1
Procedure 2151P Interscholastic Athletics/Activities .....	1
Procedure 2153P Student Group Meetings (Limited Open Forum) .....	2
Procedure 2210P Special Education and Related Services for Eligible Students.....	2
Policy 2211/Procedure 2211P Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 .....	2
Procedure 2311P Selection and Adoption of Instructional Materials .....	2
Procedure 2320P Field Trips.....	3
Procedure 2321P Guest Speakers .....	3
Policy 2331/Procedure 2331P Controversial Issues .....	3
Procedure 2340P Religious-Related Activities and Practices .....	4
Policy 2410/Procedure 2410P High School Graduation Requirements .....	4

## **SERIES 3000 – STUDENTS**

Procedure 3122P Attendance.....	4
Policy 3200 Student Rights and Responsibilities .....	4
Policy 3204/Procedure 3204P Prohibition of Harassment, Intimidation and Bullying .....	4
Policy 3205/Procedure 3205P Harrassment.....	4
Policy 3210/Procedure 3210P Nondiscrimination.....	4
Policy 3213/Procedure 3213P Transgender Students .....	5
Policy 3224/Procedure 3224P Student Dress .....	5
Procedure 3231P Searches of Students and Their Property .....	5
Procedure 3232P Searches of Lockers, Desks, and Storage Areas .....	5
Policy 3244/Procedure 3244P Riding School Buses.....	5
Policy 3245/Procedure 3245P Technology.....	5
Procedure 3246P Use of Personal Electronic Devices .....	5
Policy 3300 Corrective Actions .....	5
Policy 3311 Emergency Actions .....	6
Policy 3312 Detention .....	6
Policy 3318 Discipline of Special Education Students .....	6
Policy 3319/Procedure 3319P Use of Physical Restraint and Isolation with Students .....	6
Policy 3332/Procedure 3332P Teacher Responsibilities and Rights .....	6
Policy 3400/Procedure 3400P Student Welfare.....	6

Policy 3418/Procedure 3418P Animals in School .....	6
Policy 3416/Procedure 3416P Medication at School.....	6
Policy 3421/Procedure 3421P Child Abuse, Neglect and Exploitation .....	7
Policy 3530/Procedure 3530P Student Fund-Raising Activities .....	7
Procedure 3600P Student Records .....	7
Procedure 3610P Child Custody.....	7

#### **SERIES 4000 – COMMUNITY RELATIONS**

Procedure 4131P Confidential Communications .....	7
Policy 4205 Use of Tobacco or Tobacco-Like Products on School Property .....	7
Policy 4310 Contact with School/District Staff .....	8
Procedure 4312P Complaints to Board Members Concerning Staff .....	8
Policy 4314/Procedure 4314P Visitors and/or Disruption of School Operations .....	8
Procedure 4316P Notification of Threats of Violence or Harm .....	8
Policy 4340/Procedure 4340P Public Access to District Records.....	8
Policy 4411/Procedure 4411P Working Relationships with Law Enforcement, CPS and the County Health Department.....	8
Policy 4412 Political Relationships with Governmental Agencies .....	8

#### **SERIES 5000 – HUMAN RESOURCES**

Policy 5010/Procedure 5010P Affirmative Action and Nondiscrimination .....	8
Policy 5140 Tobacco Use Policy.....	9
Policy 5150 Drug-Free Workplace.....	9
Policy 5160/Procedure 5160P Sexual Harassment .....	9
Policy 5161 Civility in the Workplace .....	9
Policy 5215 Conflicts of Interest .....	9
Policy 5225/Procedure 5225P Technology .....	9
Policy 5253/Procedure 5253P Maintaining Professional Boundaries between Employees and Students .....	9
Policy 5320/Procedure 5320P Leaves of Absence .....	10
Policy 5320.9/Procedure 5320.9P Family and Medical Leave.....	10
Policy 5406/Procedure 5406P Shared Leave Program.....	10

#### **SERIES 6000 – MANAGEMENT SUPPORT**

Procedure 6114P Gifts .....	10
Procedure 6213P Reimbursement for Travel Expenses.....	10
Procedure 6225P Food and Beverage Consumption.....	10
Procedure 6505P Video Security on School District Grounds or Property .....	11
Policy 6531 Care of District Property .....	11
Procedure 6540P School District's Responsibility for Privately-Owned Property.....	11
Procedure 6550P Data Security and Privacy .....	11
Procedure 6571P Lending of District-Owned Equipment and Books .....	11

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

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

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



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

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

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

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

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

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



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

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