

Hoquiam School District **Staff Handbook**



Welcome Back!

2020 – 2021

Mission

Hoquiam School District will provide a high-quality education for all, tailored to the unique abilities of each student to ensure their successful life pursuits.

HOQUIAM SCHOOL DISTRICT NO. 28 will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, color, national origin, sex, sexual orientation including gender expression or identity, marital status, creed, religion, age, honorably-discharged veteran or military status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

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HOQUIAM SCHOOL DISTRICT STAFF HANDBOOK

Introduction

The handbook is intended to help familiarize you with many of the procedures, expectations, and requirements for employees of the Hoquiam School District. The handbook is not an exhaustive list of rules. The intent is to highlight many of the procedures and policies that will help you avoid difficulties or problems as you perform the important work that you do. Thank you for taking time to read and think about the content of this handbook. If you discover additional items that should be contained in future handbook revisions, please advise your supervisor.

Mission Hoquiam School District will provide a high-quality education for all, tailored to the unique abilities of each student to ensure their successful life pursuits.

Vision All children are capable of success, no exceptions!

Priorities

1. Strengthen our professional culture so that it is founded on trust and focused on student success through clear communication, data based decision making procedures and documented systems of accountability for certificated, administrative and district office staff.
2. Develop shared and accessible operational systems that are consistent and efficient allowing for more resources to be dedicated to teaching and learning.
3. Develop, document and implement a plan for two way communication which includes all stakeholders (i.e. parents/families, students, community members, classified, certificated and administrative staff etc.).
4. Develop clearly articulated Multi-Tiered Systems of Supports for P-12 students which includes assessments, curriculum and shared data in ELA, Math and behavior.
5. Create a shared definition of high quality instructional practices P-12
6. Develop and implement high quality, standards based grading practices formed from student data, which supports students in setting and attaining learning goals

SUPERINTENDENT WELCOME



Welcome back to the 2020-2021 school year! Hopefully, you are rested and geared up for another exciting year of inspiring, leading and teaching the students of Hoquiam.

“Sometimes you find yourself in the middle of chaos, and sometimes in the middle of chaos, you find yourself.”—Boona Mohammed

What a difference a year makes! The American educational system will never be the same. We have moved from traditional face to face instruction to teaching students virtually through multiple platforms. The Hoquiam School District is committed to providing the very best education regardless of the circumstances in which we find ourselves.

The HSD Staff Handbook will serve as a resource of critical information that will help guide you during this unique year. As we continue to adjust and follow local, state and federal guidelines this document will serve as a useful reference document.

Now is the time. This year you will have the opportunity and privilege to inspire, motivate, engage, mentor and guide the youth of Hoquiam. If there’s ever a time our students need us... that time is NOW. Our students are yearning for the personal and emotional connections that teachers can provide.

This is the work. The work of teaching students is evolving daily and pushing us to approach teaching with a different lens. As we challenge our students to learn ‘virtually’— we too must embrace the changes we face with virtual teaching and learning.

We are the ones. We are HOQUIAM strong with approximately 220 employees who serve in the Hoquiam School District. We have the opportunity to influence and change the lives of our students for good. We are it..... Bring on 2020-2021

Respectfully,

Dr. Mike A. Villarreal

Collective Commitments

We believe all students in the Hoquiam School District can and will graduate prepared and ready for college or career post high school.

We believe that when all staff engage in research based professional development with supported implementation, we can develop a rigorous instructional program at all levels that is aligned to the Washington State Learning Standards.

We believe it is best for students when staff works collaboratively to implement high quality instructional programs, analyze student data, and adjust programs to meet student needs.

We believe that when we engage with students with hope and compassion, striving to meet individual needs, we can empower each student for success in their educational journey.

We believe we are all responsible for the success of our students. We believe we all must share the accountability to do what is needed and expected of each of us in creating that success.

We believe we can use the strengths of our staff, our students, and our community to find solutions to challenges we may face.

ADMINISTRATIVE AND SCHOOL INFORMATION

School Addresses

Hoquiam School District Office

325 W. Chenault Avenue
Hoquiam, WA 98550
(360) 538-8200 Fax (360) 538-8202

Dr. Mike A. Villarreal, Superintendent (8200)
Erica Barrie, Business Manager (8209)
Leah Johnson, Administrative Assistant/Receptionist (8200 or 8244)
Carmen Riffe, Accounts Payable/Purchasing/Skyward (8201)
Lori Coady, Human Resources Manager/Personnel (8203)
Casey Gwinn, Special Services Office Coordinator (8290)
April Wright, Payroll/Benefits (8208)

Hoquiam High School (9-12)

501 W Emerson Avenue
(360) 538-8210
Brock Maxfield, Principal/CTE
Bonnie Jump, Assist. Principal
Annette Duvall, Athletic Director
Vicki Grun, Office Coordinator

Hoquiam Middle School (6,7,8)

200 Spencer Street
(360) 538-8220
Derek Cook, Principal
Lisa Munger, Office Coordinator

Central School (4 & 5)

310 Simpson Avenue
(360) 538-8230
Laurie Gordon, Lead Teacher
Dr. Mike Villarreal, Administrative Support
Kerin Covall, Office Coordinator

Lincoln School (2, 3, & PS)

700 Wood Avenue
(360) 538-8250
Kent Nixon, Principal
Tracey Brownrigg, Office Coordinator

Emerson School (K & 1)

101 W Emerson Avenue
(360) 538-8240
Brandon Winkelman, Principal
Jana Bickar, Office Coordinator

HomeLink (3-12)

YMCA, 2500 Simpson Avenue
(360) 581-6799
Bonnie Jump, Principal
Teresa Gladsjo, Office Coordinator

District Services

Special Services

(360) 538-8291
Jason Ihde, Director
Casey Gwinn, Office Coordinator

Transportation

3030 Bay Ave
(360) 538-8270
Ernie Lott, Director
Kathy Smith, Office Coordinator

Student Support Services

(360) 538-8206
Marah Gannaway, Director

Food Services

501 W. Emerson Avenue
(360) 538-8278
Christina Hansen, Director

Teaching and Learning

(360) 538-8417
Mary White, Director

Maintenance

335 W. Chenault Ave.
(360) 538-8280
Matt Kempf, Supervisor

2020-21 Calendar

AUGUST

MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

MON	TUE	WED	THUR	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

MON	TUE	WED	THUR	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SIGNIFICANT DATES

Aug. 24.....New Teacher Orientation
Aug. 31.....District Day/Safe Schools

Sept. 1.....Building Day/Professional Development
Sept. 2.....First Day of School
Sept. 7.....Labor Day- No School
Sept. 28.....Collaboration- Early Release

Oct. 2.....Mandatory Professional Development- No School
Oct. 16.....K-8 Conference Prep- Early Release
Oct. 20-23.....Parent/Teacher Conference- Early Release
Oct. 26.....Collaboration- Early Release

Nov. 11.....Veterans' Day - No School
Nov. 23.....Collaboration- Early Release
Nov. 25.....Holiday/School Break- 90 Min Early Release
Nov. 26-27.....Thanksgiving Break- No School

Dec. 18.....Holiday/School Break- 90 Min Early Release
Dec. 21-Jan. 1.....Winter Break- No School

Jan. 18.....Martin Luther King Day - No School
Jan. 27.....9-12 (HHS Only) Semester Prep- Early Release
Jan. 25.....Collaboration- Early Release

Feb. 15.....Presidents Day- No School
Feb. 16.....Mandatory Professional Development- No School
Feb. 22.....Collaboration- Early Release

Mar. 12.....Possible Weather Makeup Day- No School
Mar. 26.....K-8 Conference Prep- Early Release
Mar. 29.....Collaboration- Early Release
Mar. 30-Apr. 2.....Parent/Teacher Conference- Early Release

Apr. 5-9.....Spring Break- No School
Apr. 26.....Collaboration- Early Release

May 28.....Possible Weather Makeup Day- No School
May 31.....Memorial Day- No School

June 4.....Graduation
June 15.....Collaboration- Early Release
June 16.....Last Day of School- Early Release

LEGEND

- First/Last day of School
- Holiday/School Break- No School
- ◆ Holiday/School Break 90 Min Early Release
- Parent/Teacher Conferences- Half Day Early Release
- Professional Development / Staff Training Day
- ▲ Collaboration-Half Day Early Release
- ★ Possible Weather Makeup Day- No School
- K-8 Only- Half Day Early Release
- ⋯ 9-12 Only- Half Day Early Release

FEBRUARY

MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

MON	TUE	WED	THUR	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY

MON	TUE	WED	THUR	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE

MON	TUE	WED	THUR	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JULY

MON	TUE	WED	THUR	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2020-2021 Hoquiam School District Calendar



Administrative Assignments

Hoquiam School District Cabinet		HSD Principals	District Office Personnel
Mike Villarreal Superintendent Contracts/Agreements Facilities and Maintenance Food Service Transportation Long Range Facility Planning Legal Compliance Student Accident Forms Certificated Personnel/HTA Liaison Classified Personnel/PSE Liaison Public Records Request HIB (Harrasment,Intimidation, Bullying) Making Connections Discipline	Erica Barrie Business Manager District Budget/Monthly Budget Review Audit Compliance Internal Controls Preventative Audits Food Service Financial Document Approvals Insurance Claims	Brock Maxfield HHS Principal CTE Advisory Committee Carl Perkins Bonnie Jump HHS Vice Principal Truancy Board HOMELINK Principal Derek Cook HMS Principal Laurie Gordon Central Lead Teacher Central Admin Support - Mike Villarreal Kent Nixon Lincoln Principal	Lori Coady Human Resources Manager District Office Manager Para Highly Qualified Office Coordinator/Facilitator Job Descriptions Hiring Process Credits and Clock Hours Management Approvals - Absence Management
Mary White Director of Teaching & Learning Assessment Curriculum School Improvement Support of Schools Academic Integration of Technology Title IIA Grant Title IV/Rural Low Income Highly Capable Program Technology TRIP/FII/Title III TPEP/EVAL Professional Development Certificated Highly Qualified Grant Management	Jason Ihde Director of Special Services SPED: State (21 & 22) & IDEA 611/619 ADA/504 Coordinator AVID Guidance Team HIB (Harrasment,Intimidation, Bullying) Title IX/Sexual Harrasment Nursing/Health Services Affirmative Action/Non-Discrimination	Brandon Winkelman Emerson Principal Department Directors Matt Kemph Director of Maintenance Emergency Preparedness Safety Committee Risk Management Ernie Lott Transportation Supervisor Vehicle Requests Type II Licensing Vehicle Maintenance and Safety Annette Duvall Athletic/Activities Director Athletics ASB Activities Christina Hansen Food Service Director	April Wright Payroll/Benefits Officer Payroll/Insurance/Retirement SEBB L & I Claim Liaison Unemployment Carmen Riffe Accounts Payable/Purchasing Officer Visa Purchase Orders Bid Documents Skyward Safe Schools Training Absence Management Report Cards Leah Johnson Administrative Assistant/Receptionist Administrative Asst. to Superintendent School Board Making Connections Facility Request System
	Marah Gannaway Director of Student Support Services Title I LAP McKinney Vento Preschool Indian Ed Foster Care Migrant Intervention Specialists Paraeducator Certificate Program Extended Learning: Summer and Before and After School		

SCHOOL BOARD MEETING DATES
2020-21

School Board work sessions are typically held the Monday prior to the regularly scheduled Thursday board meeting. Work sessions begin at 5:30 p.m. and are held in the Hoquiam High School Library. The public is invited to attend. The work sessions provide the Board an opportunity to review the agenda with the Superintendent and his staff. No decisions are made at this session.

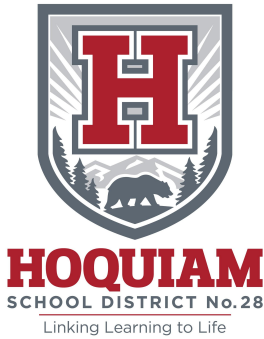
Regular Board meetings are held the third Thursday of each month. Meetings are scheduled for 5:30 p.m. in the High School Library. The public is invited to attend this business meeting.

<u>Month</u>	<u>Work Session</u>	<u>Regular Board Meeting</u>
July	13 (Budget Work Study)	16
August	17	20
September	14	17
October	12	15
November	16	19
(Due to the WSSDA Conference, the Work Session and Regular Board Meeting will be combined).		
December	14	17
January 2021	18	21
February	15	18
March	15	18
April	12	15
May	17	20
June	14	17

HIGH QUALITY INSTRUCTIONAL PRACTICES

Initiative & Description		Rationale
ASSESSMENT FOR LEARNING		"The most effective teaching and the most meaningful student learning happens when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding." (<i>Connie Moss & Susan Brookhart, 2012</i>)
1C Setting Instructional Outcomes; 1F Designing Student Assessments; 3A Communication with Students; 3C Engaging Students in Learning; 3D Using Assessment in Instruction		
Expectation	Learning Targets	
	• Derived from the WSLS	
	• Posted prominently in the classroom	
	• Teacher refers to the target throughout the lesson	
	Success Criteria	
	• The Success Criteria match the Learning Target	
	• Students can articulate their learning --- What? Why?	
	• The level of Rigor (DOK) is appropriate	
	Formative Assessment	
	• Standard/Skill based tracking system is used	
	• Formative Assessments are used daily in all content areas to determine subsequent instruction	
	• Formative Assessment data is used to create small flexible groups	
	• Students use their data to track their progress	
LESSON DESIGN		Whole-class instruction is only one of the strategies available to teachers, and it takes many forms. "Mini-lessons are brief whole-group lessons that directly teaches a skill, a strategy or an understanding. These lessons should be brief yet explicit." (<i>Laney Sammons and Barbara Blanke, 2013</i>)
3C Engaging Students in Learning		
Expectation	• Whole Group Instruction - Critical input is followed by processing time - for every 10 minutes of input, 2 minutes of processing is provided (See "cycle" graphic)	Washington State Learning Standards (CCSS) Rigor is defined as students making meaning for themselves; students imposing their own structure on what they are learning; students take individual skills and put them together to create a process; students apply what they have learned in new and novel situations. (<i>Robyn R. Jackson, 2015</i>)
	• Mini-Lessons are used to teach critical skills whole group	
	• Teachers pre-plan questions at multiple levels (DOK)	
	• Differentiation allows all students to access grade level content	
	• Students work in a variety of situations	
	• Students are allowed to struggle during difficult content - "productive student struggle"	
DIFFERENTIATED INSTRUCTION		Differentiated Instruction is most successful when teachers believe that all students have the capacity to succeed and are held to high standards. As teachers, we provide scaffolding and tools for students to reach those standards through best practices in our
Through process, product, content, and environment		

1E Designing Student Instruction; 3E Demonstrates Flexibility and Responsiveness		classrooms. We are intentional about curricular choices, and we think carefully about what students need to learn and how that learning is best supported. <i>(Marilyn Burns, 2013)</i>
Expectation	<i>Classroom Structures that meet individual student learning needs</i>	
	• Flexile Grouping (frequent movement between homogeneous and mixed ability groups)	
	• Structured Student Discourse (Kagan, SIOP, GLAD, AVID)	
	• Student Retrieval System (anchor charts, interactive notebooks)	
	<i>Classroom Content</i>	
	• Student Learning Profile (we know the purpose for each student being included)	
	• Multiple input & output types (process/product)	
	• Stations are connected to whole group learning (for example - ELA Theme, Math skills scaffolded for varying entry points, etc.)	
LANGUAGE ACQUISITION		Extensive research shows that students who live in poverty start school with approximately 525 words, while their peers (depending on socio-economic status) start school with 749-1,116 words, and that the gap widens yearly. In order to fill the gap, our students need regular, rigorous, and intentional vocabulary instruction. <i>(Robert Marzano & Julia Simms, 2013)</i>
1C Setting Instructional Outcomes; 1F Designing Student Assessments; 3A Communication with Students; 3C Engaging Students in Learning; 3D Using Assessment in Instruction		
Expectation	Vocabulary	
	• Taught incorporating the following: description, restate, drawing, activities, discussion, games	
	• A student retrieval system is used	
	• Interactive word wall is used	
	• Incentive system in place to facilitate student use of content and academic terminology	
DISTRICT PRACTICES		
Number Talks in Mathematics		
Close Reading done in all content areas		
Standards Based Grading (K-5)		
Homework is assigned according to best practice		
Classroom Management		
• PBIS/CHAMPS		
• Classroom Management Plan is in place		
• Learner behaviors are explicitly taught		
*Technology is used by teachers in a professional manner (email is read and responded to, teachers are up to date on classroom implementation of technology with students)		



Reopening Plan K-12

HOQUIAM REOPENING PLAN

The safety and well-being of our students, staff and community is the utmost priority of our district. We are working to provide the best educational opportunities possible for fall that take into consideration community, student and staff needs for the greatest student success. Our care for the community at large, along with the required adherence to the rules set forth by OSPI, the Department of Health and Labor and Industries are carefully being attended to as we create this plan. Student learning will be our constant focus as we make plans now and moving forward.

During the closure of schools in the Spring of 2020, the Hoquiam School District staff engaged in numerous hours of professional development in anticipation of virtual learning in the future. Our fall plan includes 1-1 devices for students, platforms with easy access for students and parents, and instructors prepared for flexible instructional delivery.

Below are general guidelines for the 2020-21 reopening of the Hoquiam School District. As we get closer to September 2, 2020, each school will be communicating specific plans and procedures.

To get current and accurate information for the operation of the Hoquiam School District, go to www.hoquiam.net.

Instructional Models for the Start of 2020-21

Hoquiam School District will use the Washington State Department of Health Decision Tree (Appendix 1) along with guidance from the Grays Harbor County Health Department to re-evaluate the ability to move toward the Hybrid Instructional Model.

100% Virtual Option

- Students receive instruction at home
- Assigned to a classroom teacher in that grade/course, receive a weekly schedule with virtual instruction provided, and have regular contact with that teacher
- Once schools begin face-face instruction, the student can re-enter with the assigned classroom teacher(s) or continue the 100% virtual option

Homelink Online Program (Grades 3-12)

- Alternative Learning Experience (ALE)
- Multi-district provider- open to in and out of district students
- Similar to free public online programs
- Uses Odysseyware and Edgenuity platforms for online learning
- Students provided with a case manager for support and accountability

Enrollment Information

- Currently Enrolled Students: Students automatically placed with a teacher in their grade level or appropriate courses starting in the fall of 2020. Classroom placement and schedules will be available mid-late August.
- New Enrollment to Homelink: Please notify the district office (360-538-8200) so we can plan accordingly.
- New Enrollment to Hoquiam School District: Pick up paperwork at the district office, 325 W. Chenault, Hoquiam
- Out of District Enrollment: Pick up 'Choice Transfer Request' paperwork at the district office, 325 W. Chenault, Hoquiam

Virtual Learning Model

Asynchronous= Students learning without real time interaction based on directions from their teacher. Access to videos, activities, assignments, etc. Learning that can be accessed anytime and as often as needed.

Synchronous= Live sessions through video conferencing. All students learning at the same time.

TOPIC	Elementary	Middle School	High School
Student/Parent Training Session	● Students and Parents will be trained on the use of Google Classroom, Google Drive, Zoom, Program specific apps, and device use during the first week of school at individually scheduled conferences		
Classroom	<ul style="list-style-type: none">● Option 1: Students are assigned to a classroom in their regular school● Option 2: Grades 3-5 can sign up for Homelink (Total online program)	<ul style="list-style-type: none">● Option 1: Students are assigned to a cohort group in their grade level● Option 2: Grades 6-8 can sign up for Homelink (Total online program)	<ul style="list-style-type: none">● Option 1: Students are assigned to courses (3 per quarter)● Option 2: 9-12 can sign up for Homelink (Total online program)
Attendance	<ul style="list-style-type: none">● Teacher tracking of daily engagement via Google Classroom (Monday-Friday) with pre-populated Google Form● Office Coordinators will download and enter into Skyward		
Instruction	<ul style="list-style-type: none">● Managed through Google Classroom● Daily Schedule that includes Academic and Social/Emotional focus provided● Consistent Assignment/Schedule drop times● Recorded instructional videos via google classroom● Live classroom check-ins via Zoom for instructional and social/emotional support● Zoom office hours available for questions and assistance● Focused Learning Standards will be determined at each grade level and communicated to parents		
Sample Daily Schedules	Each day will have a combination of synchronous and asynchronous time for instruction, practice, review and assessment. Please see <i>Appendix 2</i> for each levels sample schedule.		
Assessment	<ul style="list-style-type: none">● Universal screener in both academic and social/emotional well-being will be administered● Benchmark standard assessments will be administered through the Galileo system in ELA and Math● Teachers will assess students and track progress toward meeting learning standards		

Grading	<ul style="list-style-type: none"> ● Student work will be assigned and graded. ● Priority Washington State Learning Standards will be identified and assessed 	<ul style="list-style-type: none"> ● Student work will be assigned and graded. ● Priority Washington State Learning Standards will be identified and assessed ● In the absence of any overriding state directions on grading, student work at HMS will be graded based on mastery of the Washington State Learning Standards set by the state and district, and grading scale established in the HMS Student Handbook 	<ul style="list-style-type: none"> ● Student work will be assigned and graded. ● Priority Washington State Learning Standards will be identified and assessed ● In the absence of any overriding state directions on grading, student work at HHS will be graded based on mastery of the Washington State Learning Standards set by the state and district, and the grading scale established in the HHS Student Handbook
Chromebooks/iPads	<ul style="list-style-type: none"> ● 1-1 Devices available (1 per student) ● K-2 iPads ● 3-12 Chromebooks ● Distributed at Family Connection Meeting (To be scheduled for beginning of September) ● See out 		
Connectivity	<ul style="list-style-type: none"> ● Accommodations will be made for those with connectivity difficulties ● District Lab Sites ● HSD will work with families to ensure equitability of access 		
Special Programs	<ul style="list-style-type: none"> ● Small group and/or individual instruction in buildings will be offered for students with an IEP that cannot be met virtually and require such accommodations. (Safety and Health protocols will be followed see Appendix 3) ● Other Special Programs (ELL, Homeless, LAP, etc...) will be administered on an ‘as needed’ basis 		
Meal Service	<ul style="list-style-type: none"> ● Breakfast and lunch will continue to be served as grab and go meals ● Starting September 2nd, we will move to the National School Lunch and Breakfast Program ● Unlike summer meals that were available to anyone up to 18 years old, this program will only allow enrolled students of the Hoquiam School District to receive meals ● Two additional sites will be added to accommodate families in rural areas. These will include the Humptulips and Copalis Crossing area ● A by name meal count will be taken at all sites. ● Schedules to be released prior to the start of school 		
Transportation	<ul style="list-style-type: none"> ● Student and staff safety have always been at the core of transporting our students every day. Public health is now emphasized as part of that safety, including face coverings and extra bus sanitation. Students who choose not to follow the health and safety guidelines will not be allowed to utilize transportation. <i>See Appendix 4</i> 		
Extracurricular Activities	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● TBD by WIAA and HSD 	<ul style="list-style-type: none"> ● HSD will participate per WIAA regulations

Hybrid Learning Model

A phased in approach may be utilized to ensure health and safety protocols for students and staff as we move to a full Hybrid Model

Traditional face-to-face instruction that follows all social distancing guidelines

- K-8 Monday through Thursday, Friday Virtual
- High School Monday through Thursday on an A/B Schedule (2 days/student each week), Friday Virtual

Virtual option for K-8

- Students receive instruction at home
- Continue with assigned classroom teacher in that grade, receive a weekly schedule with virtual instruction provided, and have contact with that teacher on a weekly basis
- Can re-enter face-face instruction when comfortable with the classroom teacher in which that student has been assigned

Homelink Online Program (Grades 3-12)

- Alternative Learning Experience (ALE)
- Multi-district provider- open to in and out of district students
- Similar to free public online programs
- Uses Odysseyware and Edgenuity platforms for online learning
- Students provided with a case manager for support and accountability

When the school environment can safely be accessed, these three options give families the flexibility to choose the best educational plan that fits their family needs and comfort level. Because Hoquiam School District will be providing both remote and face-face instruction, our plan includes a virtual day for all students on Fridays. Teachers will use this time to create and manage their Google Classroom, collaborate and plan for the upcoming week with their grade level or course colleagues, create virtual videos for those receiving instruction from home, as well as engage in essential professional development. We believe this investment of time for our staff to learn and grow will have a lasting impact on our educational programs for years to come.

TOPIC	Elementary	Middle School	High School
Attendance	<ul style="list-style-type: none"> • Teacher tracking of daily engagement via Google Classroom (Monday-Friday) with pre-populated Google Form • Office Coordinators will download and enter into Skyward 		
Classroom • <i>Based on room size and distancing guidelines</i>	<ul style="list-style-type: none"> • 27 per classroom maximum • Minimum of 6 feet from student to student 	<ul style="list-style-type: none"> • 27 per classroom maximum • Minimum of 6 feet from student to student • Students will be in the same classroom the majority of the day to reduce exposure. 	<ul style="list-style-type: none"> • 22 per traditional classroom maximum • Minimum of 6 feet from student to student
Communication	<ul style="list-style-type: none"> • Designated drop time for assignments and location for student weekly schedules for both face-face and virtual learners • District and School Facebook pages • Hoquiam School District website • First three days of school (September 2-4, 2020) individual parent/student/teacher orientation conferences (scheduled by schools) Virtual instruction will be provided during these conference dates. • All critical information will be translated 		
Health & Safety Issues	<ul style="list-style-type: none"> • All staff will be trained in health and safety protocols for our schools and worksites, including how to screen for symptoms, maintain physical distance, wear appropriate 		

	<p>personal protective equipment (PPE), frequent cleaning and handwashing and what to do if someone develops signs of COVID-19</p> <ul style="list-style-type: none"> • We do not allow students, staff, vendors, parents, guardians or guests on-site if they: <ul style="list-style-type: none"> ○ Are showing symptoms of COVID-19 ○ Have been in close contact with someone who has confirmed COVID-19 in the last 14 days ○ Only staff and students will be permitted inside school buildings for safety purposes. 		
Face Coverings	<ul style="list-style-type: none"> • All students, staff, volunteers and guests must wear cloth face coverings in all schools. • Masks have been ordered for students or staff who do not provide their own PPE. • Student guidance regarding face coverings. <ul style="list-style-type: none"> ○ Students may use a face shield as an alternative to a cloth face covering ○ Younger students will be supervised when wearing a cloth face covering or face shield and will be helped to put them on, take them off and become accustomed to wearing them • There are specific exceptions for students: <ul style="list-style-type: none"> ○ With a disability that prevents them from comfortably wearing or removing a face covering ○ Those with certain respiratory conditions or trouble breathing ○ Those who are deaf or hard of hearing and use facial and mouth movements as part of communication ○ Those advised by a medical, legal or behavioral health professional that wearing a face covering may pose a risk to that person 		
Transportation	<ul style="list-style-type: none"> • Student and staff safety have always been at the core of transporting our students every day. Public health is now emphasized as part of that safety, including face coverings and extra bus sanitation. Students who choose not to follow the health and safety guidelines will not be allowed to utilize transportation. See Appendix 4 • Transportation routes and information will be published prior to reopening of schools with face-face instruction. 		
Arrival / Dismissal	<ul style="list-style-type: none"> • 8:30 Arrival Time • Parents remain in vehicles while dropping off and picking up students. • Health Screening must happen prior to arrival to school via an online verification • 6 feet (Social Distancing) • Bus/Walker-Riders drop off locations to be determined by schools • Arrival/drop off time begins at 8:30. Students walk directly to classrooms. • Multiple entrance points will be communicated by school buildings. • Staggered Dismissals from classrooms to pick up area. (Parents remain in their vehicles.) 	<ul style="list-style-type: none"> • 8:05 Arrival Time • Health Screening prior to arrival at school via online verification. • 6 feet (Social Distancing) • Bus/Walker-Riders drop off locations. Parents please remain in vehicles while dropping off and picking up students. • Later arrival (straight to classrooms @ 8:05) • Multiple entry points • Staggered Dismissals from classrooms 	<ul style="list-style-type: none"> • 8:00 Arrival Time • Health Screening upon arrival • 6 feet (Social Distancing) • Later arrival (straight to classrooms @ 8:00) • One point of entry • Staggered Dismissals from classrooms, report directly to the bus/car at the end of the day. • Procedure if necessary for those staying for after school activities
Recess/Breaks	<ul style="list-style-type: none"> • Handwashing/hand sanitizing before and after recess. • Reduced number of classes at recess at one time. • Social distance coaching • Play zones will be assigned per classroom (covered area, 	<ul style="list-style-type: none"> • Frequent Breaks with supervision. • Handwashing/hand sanitizing before and after extended breaks. • Breaks to be staggered • Social distance coaching • Designated entrance/exit 	<ul style="list-style-type: none"> • Frequent Breaks with supervision • Social distance coaching • Designated entrance/exit

	<ul style="list-style-type: none"> kickball, play shed, etc.) To limit exposure, fewer students will be in the hallways at the same time. 	<ul style="list-style-type: none"> Remain with Classroom Cohort 	
Breakfast/ Lunches	<ul style="list-style-type: none"> Handwashing before all meals Students eating in class Social distance already established Staggered lunch times HHS Closed Campus all day 		
Specialists	<ul style="list-style-type: none"> Music and PE are virtual lessons to be completed at home. 	<ul style="list-style-type: none"> Blending of classrooms cohorts will be limited Exploratory vs. Electives PE virtual lessons/activities Band TBD, based off health guidelines 	<ul style="list-style-type: none"> N/A
Special Services	<ul style="list-style-type: none"> SPED small groups for SLP, OT, PT Daily time for extra support, Title I/LAP, ELL, Hi-Cap and SPED 	<ul style="list-style-type: none"> SPED small groups for SLP, OT, PT WIN (What I Need) time daily for extra support. Title I/LAP, ELL, Hi-Cap and SPED 	<ul style="list-style-type: none"> SPED Classroom instruction assigned by period ELL push-in support Hi-Cap- register for Running Start or AP courses Credit Recovery
Chromebooks/ iPads	<ul style="list-style-type: none"> 1-1 devices checked out for all students One device per student Devices go home on Thursdays and are returned on Mondays. (Schools may differ.) In the event schools closed, all students would take their assigned device home for virtual learning. Students provide their own set of headphones-No earbuds for elementary students 	<ul style="list-style-type: none"> 1-1 devices for students, checked out on Thursdays for Virtual Friday. Checked out if doing virtual or Homelink option Individually assigned device per student In the event schools closed, all students would take their assigned device home for virtual learning Families would have the option to use their own devices at home. Students provide their own set of headphones. 	<ul style="list-style-type: none"> 1-1 devices for students Checked out at the beginning of the year Individually assigned device per student
Supplies	<ul style="list-style-type: none"> Non-communal sharing Students supply their own headphones/earbuds 		
Storage of Student Materials	<ul style="list-style-type: none"> Student supplies in individual desks Lockers will not be used for social distancing purposes. Backpacks and coats will be on student chairs. 	<ul style="list-style-type: none"> No lockers Students will be allowed backpacks to carry supplies and personal belongings 	<ul style="list-style-type: none"> No lockers Students will be allowed backpacks to carry supplies and personal belongings
Assessment	<ul style="list-style-type: none"> Universal screener in both academic and social/emotional well-being will be administered Benchmark standard assessments will be administered through the Galileo system in ELA and Math Teachers will assess students and track progress toward meeting learning standards 		

Grading	<ul style="list-style-type: none"> • Student work will be assigned and graded. • Priority Washington State Learning Standards will be identified and assessed 	<ul style="list-style-type: none"> • Student work will be assigned and graded. • Priority Washington State Learning Standards will be identified and assessed • In the absence of any overriding state directions on grading, student work at HMS will be graded based on mastery of the Washington State Learning Standards set by the state and district, and grading scale established in the HMS Student Handbook 	<ul style="list-style-type: none"> • Student work will be assigned and graded. • Priority Washington State Learning Standards will be identified and assessed • In the absence of any overriding state directions on grading, student work at HMS will be graded based on mastery of the Washington State Learning Standards set by the state and district, and grading scale established in the HMS Student Handbook
Equity In Education	<p>Hoquiam School District is actively examining our plans, policies, and practices that impact our students that are “furthest from educational justice.” Hoquiam School District will go beyond equality in order to support groups of students (i.e. Special Education, Homeless Youth etc). Our goal will be to reduce barriers to access instruction and support they need to succeed academically, socially and emotionally.</p>		
Extracurricular Activities	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • TBD by WIAA and HSD 	<ul style="list-style-type: none"> • HSD will participate per WIAA regulations

Hoquiam School District

Employee Covid-19 Health and Safety Protocol

All employees are expected to follow this protocol while on school grounds at all times. No exceptions will be made.

Expectations

Masks

- Masks are to be worn on school premises, indoors and outdoors, at ALL times except when working alone away from others (such as a dedicated room with the door closed) or while eating / drinking. Someone is considered working alone when they're isolated from interaction with people and have little or no expectation of in-person interruption or interaction.
- Appropriate cloth face coverings are made with multi-layered cotton material. They help keep particles you exhale from escaping into the air, but don't effectively filter out particles already in the air from others. Therefore all staff and students will need to do their part by wearing masks at all times.
- Masks with exhalation valves or vents are NOT to be used on school property. This can allow exhaled respiratory droplets to reach others and potentially spread the COVID-19 virus.
- Masks must cover both the mouth and the nose.
- Employees with a medical reason or disability issue related to wearing a mask must contact the Hoquiam School District Human Resources Department
- See [Which Mask for Which Task](#)

Face Shields

- A face shield may be used in conjunction with a mask. This is not adequate by itself, but may be used to supplement a mask in order to shield the eyes.

Physical Distancing

- **This is to be adhered to throughout the day - stay 6 feet away from others.**

Health Screening

- A daily health screening is required for employees prior to entering a building.
- It includes a check for COVID-19 symptoms and virus exposure.
- This health screening (attestation) will be available on Skyward and may be completed prior to arrival at the building.
- Temperature checks are to be taken upon arrival daily.
- Keep 6 feet apart while waiting to sign in.

Frequent Hand Washing/Sanitizing

- If soap and water are not available, use hand sanitizer that contains at least 60% alcohol.
[Handwashing](#)
- Wash hands frequently for at least 20 seconds.

Common Areas

Break/staff rooms:

- Limited use. Adhering to capacity designated to each building.
- Wash hands before and after using the break room.
- Keep more than 6 feet apart while sitting at the tables.
- Masks only come off when eating and 6' distance must be maintained.
- Disinfect all touched areas (refrigerator, microwave, Keurig, countertops, tables, etc before leaving the area). There will be disinfectant spray and paper towels in all break rooms.

Staff Restrooms:

- Limited use. No congregations. Wash hands before leaving.

Copy rooms:

- Limited use. Staff should practice appropriate social distancing, minimize surface contact, disinfect after use.

Groups

- Limit in-person gatherings. No more than 10 people gathered together - must comply with 6' physical distancing.
- Wear masks at ALL times. Groups with over 10 people will need to meet over Zoom or online source.

Food & Coffee

- No shared food/potlucks.
- No community coffee pots. Keurig- single use pods can be used. Make sure to disinfect Keurig after each use.
- No shared dishes or utensils.

References

[C oronavirus \(COVID-19\) Common Questions Regarding Worker Face Covering and Mask R equirements](#)

[h ttps://www.weareesd113.org/return-to-work-plan/https://](https://www.weareesd113.org/return-to-work-plan/https://)

[/ www.cdc.gov/handwashing/when-how-handwashing.html](https://www.cdc.gov/handwashing/when-how-handwashing.html)

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COMMONLY USED DISTRICT POLICIES

Copyright Compliance- Policy 2025 (See Website)

The Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship, and must be nonprofit.
- B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies present the danger of greater penalties.

The district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff. Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district’s procedures or is permissible under the law should contact the superintendent or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Voice-Mail and E-Mail – Policy 2022 (See Website)

District maintained systems: Voice-mail and electronic mail (e-mail) systems are maintained by the Hoquiam School District in order to facilitate District business. Therefore, all messages sent, received, composed, and/or stored on these systems are the property of Hoquiam School District. District use: These systems are to be used by employees in conducting District business and are to be used on a limited basis for employee’s personal use. Hoquiam School District understands that on occasion, family members need to leave messages on the voice mail system for an employee, and is comfortable with such personal use of the system. However, excessive personal use of the voice mail or e-mail systems, which interferes with an employee’s work performance, is not acceptable. Privacy not guaranteed: Hoquiam School District reserves the right to access an employee’s voice mail (outgoing and incoming) and e-mail messages at any time it deems it necessary, including for emergency purposes or if unlawful or unethical activities are suspected. Erasure not reliable: Employees should be aware that even when a message has been erased, it still might be possible to retrieve it from a backup system. Therefore, employees should not rely on the erasure of messages to assume a message has remained private. Message access: Messages on the voice mail and e-mail systems are to be accessed only by the intended recipient and by others at the direct request of the intended recipient. However, Hoquiam School District management reserves the right to access messages on both systems at any time. Any attempt by persons other than the above to access messages on either system will constitute a serious violation of District policy. Harassment and discrimination: Messages on the District’s voice mail and e-mail systems are subject to the same policies regarding harassment and discrimination as are any other workplace communications. Offensive, obscene, harassing or discriminatory content in such messages will not be tolerated.

Hazardous Chemicals/Substances

Each worksite has a book located in the office that contains Safety Data Sheets (Global Harmonized System). These sheets are provided by the manufacturers of chemicals such as cleaners, solvents, lubricants, etc., that might pose a health hazard for staff or students. Do not bring your own solvents, cleaners, etc. to your workplace. Flammable liquids must be kept in a fire resistant (metal) cabinet and should have a GHS sheet placed in the aforementioned book. The GHS book is provided so that information will be available as to what steps should be taken in the case of accidental exposure or ingestion of a hazardous substance. All chemicals must be kept in labeled containers and must have a GHS sheet in the room where the chemical is stored. A copy of this sheet must also be placed in the GHS notebook in both the school office and in the custodial office. Chemicals should never be stored in containers that bear the label of a different substance. When in doubt, see your custodian for information as to how and where chemicals should be stored.

Prohibition of Harassment, Intimidation, and Bullying – Policy 3207 (See Website)

The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, including, but not limited to, one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” can include, but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status. Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s). (See policy on website).

Sexual Harassment – Policy 5011 (See Website)

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied obtaining work opportunity or other benefit;

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation. It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found

to knowingly report or corroborate false allegations will be subject to appropriate discipline. (See procedure 5011P on website under policies).

Staff Communications Responsibility –also refer to Professional Boundaries Policy 5253

Staff share the responsibility for communicating and interpreting the district mission, its policies, programs, goals and objectives to members of the community. Staff shall perform their services and functions to the best of their ability and communicate with members of the community, parents, students and other staff in a sincere, courteous and considerate manner. Staff shall strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of any organization. Confidential information about students or other staff shall be released only as permitted by statute and district policies and procedures.

Use of Tobacco Prohibited on School Property – Policy 4215 (See Website)

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from the use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all school district property, including all district buildings, grounds and district-owned vehicles, and within five hundred feet of schools. Possession by or distribution of tobacco products to minors is prohibited.

Drug Free Schools, Community and Workplace – Policy 5201 (See Website)

For purposes of this policy, the “workplace” is defined to mean the site for the performance of work done, which includes work done in connection with a federal grant. The “workplace” includes any district building or any district property; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; and off district property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the district which could also include work on a federal grant.

To help maintain a drug-free school, community, and workplace, the following behaviors will not be tolerated:

- Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids.
- Using, possessing, transmitting alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, in any amount, in any manner, and at any time in the workplace.
- Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, will be subject to disciplinary action, including termination.
- Using district property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.

Notification Requirements

Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with the district office (e.g. human resources)], then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace. Such notification will be provided no later than 5 days after such

conviction. The district will inform the federal granting agency within 10 days of such conviction, regardless of the source of the information.

Disciplinary Action

Each employee will be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy will be subject to disciplinary action, which may include termination. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the district, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

The district may notify law enforcement agencies regarding a staff member's violation of this policy at the district's discretion or take other actions as the district deems appropriate.

CPS Form – Policy 3421 (See Website)

Staff is expected to report every instance of suspected child abuse or neglect. Since protection of children is the paramount concern, staff should discuss any suspected evidence with the principal or nurse regardless of whether the condition is listed among the indicators of abuse or neglect. A CPS Referral Form is used to document the referral, and can be found online. A copy is sent to Special Services and the principal retains a copy.

Conflicts of Interest – Policy 5251 (See Website)

Staff members shall not engage in nor have a direct financial interest in any activity which conflicts with his/her duties and responsibilities. Such activities where a conflict of interest may exist include but are not limited to:

- A. Receiving economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the staff member's relationship to the district is in any way utilized to influence the sale.
- B. Receiving economic benefit from the sale of instructional and training materials and/or equipment where the district has specifically engaged a staff member(s) to develop such materials or equipment. In such instances, the district shall retain a proprietary interest.
- C. Encouraging a student who is enrolled in one or more of the teacher's classes to take private lessons or to engage tutoring for fee from the staff member.
- D. Using or providing for others a list of names and home addresses obtained from school records or school-related contacts for purposes of identifying potential client or customer contacts.
- E. Participating in any way in the selection process for materials, books or equipment when an item developed by or authored by the staff member or a member of his/her family is under consideration for approval for district use.
- F. Being involved in the selection of an applicant or in the appointment, evaluation or supervision of any other staff member who is a family member.
- G. Using the interschool mail to promote sales of a product in which a staff member has a financial interest.
- H. Providing a staff or student director for use in promoting sales of a product or service.
- I. Purchasing or otherwise acquiring surplus district property, where the staff member was involved in or had influence in the process of declaring the item(s) as surplus.

Written permission from the Superintendent or Principal is necessary when:

- A. A certificated staff member wishes to tutor or give private lessons for a fee to any student who is enrolled in one or more of the teacher's classes;
- B. A certificated staff member such as communication disorder specialists, psychologists or specialized Music teachers, wishes to give private instruction for a fee to any student who is concurrently being Served by that individual in the regular school program.

OTHER DISTRICT POLICIES AND PROCEDURES OF PARTICULAR INTEREST

2000	Student Learning Goals
2029	Animals as Part of Instruction
2030	Service Animals in Schools (included in Handbook)
2022P	Electronic Information System (Networks) Procedure
2025	Copyright Compliance
2025P	Copyright Compliance Procedure
2163P	RTI Procedures
3115	Homeless Students: Enrollment Rights and Services
3115P	Homeless Students Provisions
3200	Student Rights & Responsibilities
3205	Sexual Harassment of Students Prohibited (included in Handbook)
3207	Prohibition of Harassment, Intimidation, and Bullying (included in Handbook)
3207P	Prohibition of Harassment, Intimidation, and Bullying Procedure, Harassment, Intimidation, and Bullying Incident Reporting Form (included in Handbook next page)
3211	Transgender Students (included in Handbook)
3220	Freedom of Expression (included in Handbook)
3226	Interviews & Interrogations of Students
3245	Students and Telecommunication/Electronic Devices
3246	Restraint, Isolation and Other Uses of Reasonable Force (included in Handbook)
3421	Child Abuse, Neglect and Exploitation Prevention
3421P	Child Abuse, Neglect and Exploitation Prevention Procedure
4210	Regulation of Dangerous Weapons on School Premises
4215	Use of Tobacco on School Property
4260	Use of School Facilities
5010	Nondiscrimination and Affirmative Action
5011	Sexual Harassment of Staff Prohibited (included in Handbook)
5201	Drug-Free Schools, Community and Workplace
5240	Evaluation of Staff
5251	Conflicts of Interest
5253	Professional Staff/Student Boundaries (included in Handbook)
5253P	Professional Staff/Student Boundaries Procedure (included in Handbook)

*** All policies can be found on the district website www.hoquiam.net

HOQUIAM SCHOOL DISTRICT

Harassment, Intimidation and Bullying Incident Reporting Form

Your Name _____ Today's Date _____

Victim of Bullying _____ Bully(ies) _____

Date(s) of Incident _____ Time of Incident _____ Adult Reported To _____

Witnesses _____

Location of Incident (circle all that apply)

Classroom Off School Grounds Hallway Restroom Playground Locker
Room
Lunchroom Sport Field Parking Lot Bus Internet/Cell Phone
To/From School Other (Please describe) _____

Please check the box that best describes what the bully did. Choose all that apply.

- ☐ Hitting, kicking, shoving, spitting, hair pulling or throwing something at the victim
- ☐ Getting another person to hit or harm the victim
- ☐ Denying access to a location
- ☐ Taunting, teasing, name calling, putting the victim down and/or making the student the target of jokes
- ☐ Isolating, intentionally excluding or rejecting
- ☐ Making rude or threatening gestures
- ☐ Making another student fearful, demanding money or exploiting
- ☐ Spreading rumors or gossip that is harmful
- ☐ Cyber Bullying (bullying by calling, texting, emailing, web posting, etc)
- ☐ Sexual Harassment (specify...comments, jokes, touching, rumors, display of material, etc.)
- ☐ Other (Please explain) _____

Written Description of the Incident

For Office Use Only

Received by _____ Date Received _____

Action Taken _____

Parent/Guardian Contact Date: _____ Method: _____

Circle One: Resolved Unresolved Referred to: _____

EMPLOYMENT RELATED PROCEDURES

Accident Form

If a staff member is injured on the job, the following procedures apply:

- o Obtain needed first aid or medical treatment.
- o Report the Accident to your supervisor.
- o If you seek medical treatment, call the Worker's Compensation Trust at: 360-464-6880.

Complete the Employee Incident Report, which is available online at <https://esd113.org/eir> and submit it to your school principal or supervisor within 24 hours of the accident.

Student injuries are reported on the Student Accident Report Form (See Office Coordinator for form). Submit completed accident forms to the principal or supervisor. The supervisor/principal will conduct an investigation to determine the cause of the accident, before submitting the report to the district office.

Time Sheets – (Can be obtained from Office Coordinator)

If directed by your supervisor, complete the appropriate timesheet to be paid for additional work time beyond normal work hours. There is one for classified staff and one for certificated staff. Extra hours should be pre-approved by the supervisor. A budget code must be assigned to extra hours recorded on a timesheet. It is the responsibility of the employee to make certain that a timesheet is turned in for pre-approved extra hours. Hours worked are to be turned in to the office coordinator by the end of the month to be submitted to Payroll by the 5th of the following month. All extra time will be paid on the next month's check.

Jury Duty and Subpoena Leave

The district may grant leave to a staff member for the days he/she is required to serve on a jury. Any compensation received by a staff member for jury duty performed on a contract day is to be reimbursed to the district. Any expense reimbursement received by a staff member for jury duty performed on a contracted day, shall be retained by the staff member. The district may grant a maximum of two days leave (witness fees to be reimbursed to the district) to staff subpoenaed as witnesses in court or other legal proceedings; provided that leave with pay shall not be granted to a staff member for a case brought or supported by a staff member union or association or for a case in which the staff member has a direct or indirect interest in the proceedings. On any day that a staff member is released from jury duty or as a witness by the court the staff member is to return to work to carry out the remainder of their shift.

School Closure or Delay Move

In the event that weather or other conditions lead to a school delay, classified staff should report to work at their normal work time. If you are unable to get to work because of weather conditions, contact your building principal or supervisor. In the event that school is cancelled, classified and certificated staff (except for year-round staff such as maintenance and custodial staff) are not expected to go to work, as the school day will be rescheduled for a later date. Year-round staff are expected to report to work. More specific information may be obtained from your immediate supervisor. Information about school delays or closures will be available on the district emergency information line at 538-8300, and will be made available to radio and television news stations.

Clock Hours

Teachers completing clock hours should keep copies for their own records to be used for maintaining their certificate and/or backup for their district personnel file. **It is the employee's responsibility** to make certain that clock hours and credit hours are turned in to the personnel office prior to the November 1st cut-off date.

Clock Hour Procedures

If an employee takes a clock hour class, from an approved provider (approved by the Washington Professional Educator Standards Board) to be counted toward **salary** allocation the employee must:

1. Employee fills out approval form and has it approved and signed by their supervisor or building principal.
2. The employee then KEEPS the form until the class is completed.
3. Upon completion, staple the approval form to the clock hour form (OSPI approved in-service form or transcript) and personally deliver originals to the district office.
4. Clock hours are then added to the personnel file.

If an employee takes a class for college credit then:

1. After the class is finished, the employee requests an “Official Transcript” from the college or university and has it sent to the Personnel Office.
2. When the transcript is received, credits will then be added to the personnel file.

In-service Expense Claims

Certificated In-service Expense Reimbursement Claims

Certificated employees will be allocated \$500.00 each school year. Certificated employees must fill out an Expense Reimbursement Form with detailed receipts attached for expenses incurred. These receipts will include original and itemized receipts for meals (no alcoholic beverages), map quests for all mileage, receipt of payment for hotel/lodging as well as receipt of payment for registration reimbursement which shows proof of attendance at a conference/workshop. Your building office coordinator will have the Expense Reimbursement Forms available for you. After forms and backup are completed by the employee, they will be turned in to the supervisor/principal for approval and budget coding. The office coordinators will keep track of all in-service expenses on a spreadsheet for the school year.

Classified In-service Hour Compensation

The district recognizes the benefit of offering training opportunities to its employees in order to achieve a higher level of individual competence and quality of work performance.

Professional funds, in the amount of one hundred forty dollars (\$140.00) per employee, will be allocated to PSE for the purpose of gaining additional training and certification relative to the employee’s assignment. Unused funds, not to exceed \$2,000 will be carried over into the next school year. Use of the funds will be accessible to employees on a first come basis using a mutually designed application and sent to the Superintendent/designee’s office. The pool of funds may be used to pay employee wages at his/her current rate of pay for the training hours, registration, tuition, travel expenses, approved lodging, approved meals allowance and substitute costs. The District will create a PSE position of “training coordinator” which will be one hundred and fifty (150) hours per year and which will facilitate and coordinate training for PSE bargaining unit members. The position will be paid out of the in-service pool to a maximum of \$2,000 per year. The position will be mutually selected by a team of PSE and management without seniority as a factor. The person selected will be paid additional hours at their regular rate.

Please contact Tanja Fuller at tfuller@hoquiam.net if you are interested in attending a training.

Forms – Must be filled out in pen only.

Travel Related & Miscellaneous Expense Reimbursement Form

Staff members may use the expense reimbursement form to be reimbursed for approved expenditures. Meals require the original receipt showing the items purchased. Alcoholic beverages cannot be included on the receipt. All other expenditures must have the original detailed receipt attached. The form must be submitted to your supervisor for signature and budget code. All reimbursement claims must be submitted within one month after expenses incurred.

Classified In-service Pool Request Form

Classified staff may use the In-service Pool Request form to request pre-approval for hours, lodging, mileage, meals, registration fees, etc. for attending an approved in-service. Requests are then submitted to the PSE in-service committee, which decides how much, if any of the request will be paid from the classified in-service pool. Note: The in-service pool is a shared pool of money that supports all classified staff that wish to attend an in-service. These requests must be pre-approved. The committee meets according to the schedule provided in the fall of each year.

Out of State Travel Form

School Board policy requires that all out of state travel that exceeds 500 miles one way must be approved by the Board of Directors. All out of state travel requests should be submitted at least one month in advance to the superintendent so that the Board of Directors may consider the request. No unauthorized travel will be reimbursed by the School District.

District Car/Van Request Form

A vehicle car/van request form should be completed at least 7 days prior to the date of travel. These should be submitted to the building principal or supervisor before being sent to the Transportation Department. Keep a copy when sending in the form. A confirmation copy will be returned to you after the request is approved. No students may be transported unless the driver has a Type II license. No more than twenty-one (21) students may be transported utilizing school vans. Groups larger than that amount should request a school bus (see next section.)

Please refuel the vehicle using a key card provided, upon returning it to the bus garage. Instructions are provided when you receive the keys to the vehicle.

Bus Request Form

Staff members wishing to schedule buses should complete a bus request form. This form must bear a budget code, times, dates and signatures. All bus requests must be received at the Transportation Department at least 7 days prior to the scheduled event.

Maintenance/Technology Request Form

Maintenance/Technology Request forms are available on our district website under Staff Resources. These requests are subject to modification or denial depending on budget, maintenance schedule, and available resources. These are to be filled out online.

Equipment Request Form

Equipment request forms are available on our district website under Staff Resources. These forms are used anytime equipment leaves the school district premises. If you take your laptop home each evening a form should be filled out for the year. The instructions for submission are located on the form.

Payroll Information

1. **Cutoff Dates:** Payroll cut-off for all months is the 5th of the month. In order to ensure proper payment all payroll items (time sheets and leave slips) must be turned into the district office by the 5th. Payroll items submitted late will not be considered until the next month. Pay dates will fall on the last working day of the month.
2. **Automatic Deposit:** Automatic deposit is required for all employees of the Hoquiam School District. Please contact the payroll officer and complete the proper forms in order to complete this process.
3. **Personal Data Change Form:** If you have a name, phone or address change, please notify the district office immediately. Name changes require the submission of a copy of your social security card showing the name you wish to use. Your building Office Coordinator can provide you with the Personal Data Change Form.
4. **Insurance Additions or Deletions:** After the annual open enrollment period has ended in September, additions or deletions of family members to insurance policies may take place only after a change of family status (i.e. marriage, new baby, divorce, death in the family, or a change in the insurance status of spouse.)
5. **Questions or Concerns:** Please direct any questions regarding benefits or payroll to the payroll/benefits officer at 538-8208.
6. **Accuracy of Forms:** All payroll forms are the responsibility of the individual to whom they apply. Payroll forms not properly filled out may be returned to the individual for completion. Forms not turned in by the cut-off date will be considered in the next payroll period. There must be acceptable back up to receive payment for in-service hours.

HOQUIAM DISTRICT ANNUAL NOTICES

Family Educational Rights and Privacy Act

Parents and guardians have the right to inspect and review educational records, amend educational records, consent to disclose personally identifiable information in education records and the right to file a complaint with the US Department of Education. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond high school.

FERPA allows schools to disclose “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to deny the release.

Protection of Pupil Rights

Parents have the right to exempt their child from particular district activities including surveys, instructional materials, physical examinations, another personal information used for marketing. Parents are asked to contact the school district office for specific details.

Food Service Department

The Hoquiam School District has been approved to participate in a federal program as part of the National School Lunch and School Breakfast Program called the Community Eligibility Provision (CEP). This means that **ALL** students attending the Hoquiam School District are eligible to receive breakfast and lunch at **NO CHARGE** throughout the 2020-21 school year, regardless of family or household income. However, some of the education programs the district provides are funded from state dollars that require our school to collect household information for all students attending CEP schools.

In order to collect the information, the Office of the Superintendent of Public Instruction (OSPI) has developed the Family Income Survey. This survey is used to capture information and ensure the district/school receives all the funding it is entitled to for other state funded education programs. The Family Income Survey will be distributed to families at the start of the school year. They will also be available at the District Office and on our district website, hoquiam.net

Parents/Guardians are asked to contact the Food Service Director, Christina Hansen @ 360-538-8278 with any questions.

Asbestos Hazard Emergency Response Act

The Hoquiam School District maintains a management plan for buildings that feature asbestos materials. This plan and inspection records, can be seen in the school district office.

Annual Pesticide Notification

The Hoquiam School District #28 has a policy to use pesticides on an as needed basis. Licensed employees of the district and licensed contractors apply them.

The pesticides used by the district are, but not limited to High Yield Malathion, Casaron 4G, Finale, Sevin, Crossbow, Roundup Pro, Demand CS. Contractors may use others as necessary.

The pesticides are usually applied to the grounds (fields, fence lines, flowerbeds, cracks in asphalt) and others when needed.

Notification of Pesticide application is done as follows:

1. Annual Notification (this document)
2. Staff Handbooks
3. Posting of area that is to be sprayed 48 hours in advance
4. Posting in office of site to be applied 48 hours in advance
5. Notification at site post application for 24 hours or more

For more information on the use of pesticides, a copy of our use records may be obtained at the District Office or by calling Ken Goodenough with Hoquiam School District at (360) 310-0486 or 538-8200.

PROGRAM DESCRIPTIONS

The following pages will give you information pertaining to programs that run within the Hoquiam School District.

The following information will be included:

- **Program Director**
- **Program Contact Information**
- **Funding Source**
- **Goals of the Program**
- **General Summary**
- **Student Identification Procedures**
- **Assessments Used**
- **Key Dates**
- **Other**

If you have any suggestions to add to a page, please contact the Program Director of that page.

Transitional Bilingual State Program (ELL)	
Primary Contact	Mary White mwhite@hoquiam.net ext. 8417
Administrator Contact	Same
Funding Source/Amount	igrant \$134,000
Purpose/Goals	To work with students who have limited English ability to increase their speaking, listening, reading and writing in the English language as well as strengthening their native language.
Program Summary	<p>Students identified in this program fall into 2 categories (in-program-which means receiving services, exited-which means they are in a 2-year transitional period and being monitored due to testing out on the ELPA21 summative).</p> <p>A roster of students will be shared with all teachers, as well as their scoring in the 4 areas of listening, speaking, reading, and writing on the most current ELPA21 testing. Teachers with students on the roster will be given ELD standards and how to address them within the classroom instruction that the student receives daily. Students will receive language intervention throughout the week by paraprofessionals under the guidance of a teacher. The ELD and access to the core instruction are provided jointly by this program and the classroom teacher.</p>
Qualifications for Program	<p>Students will be screened/placed in the program if;</p> <ul style="list-style-type: none"> • They are identified as a transfer on the EDS Limited English Proficiency TAB • Have been identified for screening based on the questions asked on the Home Survey <ul style="list-style-type: none"> ○ First Language Learned ○ Language spoken in the home <p>Once screened, a student will qualify if all 4 areas (listening, speaking, reading, writing) are not at the proficient level.</p>
Assessments Used	<p>ELPA21 Screener</p> <p>ELPA21 Summative</p>
Key Dates to Note	<p>Beginning of the Year: Screening</p> <p>February-March each year ELPA21 Summative</p> <p>Parent Advisory Committee and Family Nights (3/yr.) to be announced each year</p>
Acronyms/Common Terms	<p>ELPA: English Language Proficiency Assessment</p> <p>ELL: English Language Learner</p> <p>ELD: English Language Development</p>

Other	<p>A teacher within the district is designated to work with the paraprofessionals within this program.</p> <p>3 paraprofessionals are employed to provide ELD, Community Connections, and Interpreting/Translating when appropriate for students within the program.</p>
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Highly Capable

Highly Capable Program	
Primary Contact	Mary White mwhite@hoquiam.net Ext. 8417
Administrator Contact	Same
Funding Source/Amount	igrant/\$45,000
Purpose/Goals	<p>WAC 392-170</p> <p>This program is designed to meet the unique needs of students in the top 1-5% of the population. Students can qualify in ELA or Mathematics. This is a K-12 program.</p> <p>Definition of 'highly capable':</p> <p>Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within a student's general intellectual aptitude, specific academic ability, and/or creative productivity within a specific domain.</p>
Program Summary	<p>Students identified within this program by law have the right to an advanced instructional plan to meet their basic educational needs. This is carried out in our district in several ways.</p> <p>Elementary: Student in grades K-5 are clustered into a classroom(s) where their instruction, assignments and pace can be differentiated as a small group. As well students have workshop opportunities to stretch their thinking and depth of understanding around numerous high interest areas.</p> <p>Secondary: Students in grades 6-12 are placed into appropriate classes to meet their individual needs such as accelerated math, Core+ Math, Core+ELA, Running Start, AP and College within the High School.</p>
Qualifications for Program	<p>To be considered for this program a student may have:</p> <ol style="list-style-type: none"> 1. Strong teacher recommendation(s) on the 20 characteristics of Talented and Gifted students 2. 90% or higher for most academic scores on Basic Skills testing <ul style="list-style-type: none"> • SBA Testing • District Testing • Grades • Class Ranking (Top 10%) 3. 89% or higher on the Otis-Lennon School Ability Test 4. Parent approval for participation
Assessments Used	<ul style="list-style-type: none"> • SBA • District Benchmark Assessments • OLSAT

Key Dates to Note	<p>Nomination Period: March 1-April 1 annually</p> <ul style="list-style-type: none"> Notification is sent out via our district email, website, and advertised in the Making Connections as well as school newsletters. Anyone can nominate a student to be considered. <p>OLSAT Assessment Administered: 1st week returning from Spring Break Selection Period: May 1-15 MDST will meet to review profiles Parent Notification: By June 1</p>
Acronyms/Common Terms	<p>MDST: Multi-Disciplinary Selection Team OLSAT: Otis-Lennon School Ability Test SBA: Smarter-Balanced Assessment</p>
Other	A student which is identified in this program continues each year unless parent/guardian choose to exit from the program.

SPED

Special Education	
Primary Contact	Jason Ihde
Administrator Contact	jihde@ hoquiam.net (360) 538-8291
Funding Source/Amount	A combination of State and Federal funding in addition to basic education funding
Program Summary	Special Education is a variety of services and supports to ensure that students with disabilities have a free, appropriate, public education. These supports include specially designed instruction, accommodations, modifications, related services such as Occupational Therapy, assistive technology and special transportation. Services are decided upon by the child's IEP team.
Purpose/Goals	To develop an IEP for each child who qualifies under IDEA as a child with a disability. The student must make adequate progress toward their individual goals.
Qualifications for Program	Every student must qualify through the formal evaluation process. Each student is re-evaluated every three years unless the team agrees to a review of records.
Assessments Used	A combination of tools administered by trained professionals such as the WIATT, the WISC and the BASC.
Other Key Dates to Note	State and Federal regulations control timelines for each part of the process. Each student's IEP must be updated annually and evaluation every three years.
Acronyms/Common Terms	<p>IDEA: Individuals with Disabilities Education Act IEP: Individual Education Program Eval: Student's evaluation</p>

	FAPE: Free Appropriate Public Education SLP: Speech Language Pathologist Psych: School Psychologist OT: Occupational Therapist PT: Physical Therapist Child Find: The process for identifying students birth to 21 who have a disability
Other	Not all students with a disability qualify for special education. Students with IEPs are guaranteed special protections from exclusionary discipline.

504

504	
Primary Contact	Jason Ihde
Administrator Contact	jihde@hoquiam.net (360) 538-8291
Funding Source/Amount	Minimal funding to support student needs
Program Summary	504s are legal documents which outline how schools will provide students with disabilities the accommodations they need.
Purpose/Goals	504 plans are covered by Section 504 of the Rehabilitation Act which guarantees that all students receive a free appropriate public education. 504 plans generally achieve this by providing students with accommodations such as extra time, access to nursing services or frequent breaks.
Qualifications for Program	<p>“Students who are entitled to a 504 plan (1) have a physical or mental impairment which substantially limits one or more major life activities, and (2) need accommodations, aids, or services—because of their disability—so they can access and benefit from their education.”</p> <p>https://www.k12.wa.us/sites/default/files/public/equity/pubdocs/disabilitysection504_english.pdf</p>
Assessments Used	A team meeting is used to evaluate a student including medical information, parent reports, classroom based data, student scores on state/federal tests etc.
Other Key Dates to Note	504 plans should be updated annually
Acronyms/Common Terms	FAPE: Free appropriate public education Major life activity: learning is one example of a major life activity

Other	Students with 504 plans are protected against exclusionary discipline
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Title 1

Title I, Part A	
Primary Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	Federal funding/igrant approx. \$640,000
Program Summary	Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. There are 2 types of programs: Targeted (resources can only be used with a specific group of students based on assessment scores) and School-wide (resources can be used for anything in the building as long as it is included in the Title I School-wide Plan). There is a large emphasis on Parent-Family Engagement. This may also include extended learning programs (before school, after school, summer programs).
Purpose/Goals	Provide support/interventions to help all students meet grade level state academic standards. Our Title I program serves the following buildings: Emerson, Lincoln, Central, Hoquiam Middle School. All of our buildings are a school-wide program.
Qualifications for Program	No need to qualify under school-wide program.
Assessments Used	Any assessments used within a building are used by Title I (i.e. SBA, District Benchmark Assessments, WaKIDS, Attendance, Discipline, School Report Card, Surveys, etc).
Other Key Dates to Note	There are many requirements/deadlines for this program. The Director of Student Support Services works with the Intervention Specialists to ensure all requirements are followed.
Acronyms/Common Terms	SWP: School-wide Plan PFE: Parent-Family Engagement Targeted: resources can only be used with a specific group of students based on assessment score School-wide: resources can be used for anything in the building as long as it is included in the Title I School-wide Plan (plan must be created based on data-needs assessment).

Other	<p>Allocations for this program are based on our poverty rates, and funding fluctuates from year to year. Resources allocated to each building is based on a formula, so not all buildings are given equal funding.</p> <p>Title I does not serve the high school.</p>
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LAP

Learning Assistance Program (LAP)/ High Poverty LAP	
Primary Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	State Funding/ igrants approx. \$1,200,000
Program Summary	The Learning Assistance Program (LAP) is a state-funded program that offers supplemental services for K–12 students scoring below grade-level standard in English Language Arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. Funds may be used to support ELA, math or behavior supports that improve academic readiness. OSPI requires schools and districts to utilize interventions consistent with the Menus of Best Practice for ELA, Math, and Behavior. LAP funds are combined with Title I, Part A funds to support school-wide support programs. This may also include extended learning programs (before school, after school, summer programs).
Purpose/Goals	Provide support/interventions to help students struggling to meet grade level state academic standards. Base LAP funding has a K-4 Literacy focus.
Qualifications for Program	A student is eligible for LAP services if he/she scores below grade-level standard in ELA or mathematics. Districts must use multiple measures of performance in determining student eligibility. Districts have flexibility and local control in determining measures to establish student eligibility. (RCW 28A.165.015) Eligibility for this program is determined each year and may/may not continue from year to year depending on student progress. Students can be exited at any time during the year if they are meeting grade level standards.
Assessments Used	Each grade level uses 2 assessments to determine eligibility. The assessments used vary, including, but not limited to: SBA, District Benchmark Assessment, Running Record, CFA, etc.
Other Key Dates to Note	Direct services usually begin around October 1st and continue throughout the school year until the end of May. Some schools may have different schedules based on state assessment dates.
Acronyms/Common Terms	<p>CFA-Common Formative Assessment</p> <p>LAP-Learning Assistance Program</p>

Other	<p>The state has two ways to allocate LAP funds:</p> <p>1) The LAP Base Allocation: This is how OSPI has traditionally allocated LAP funds. Funds are generated by a formula and distributed to districts. It is then up to the District to determine how to allocate funds to individual schools. Because of the state's "K-4 Focus First", these funds tend to be focused on elementary K-4 literacy.</p> <p>2) NEW for 2017-18 and after: LAP High Poverty School Allocation -- Funds are generated by a formula and distributed to eligible school buildings. A school is eligible if it has at least 50 percent of its students qualify for Free and Reduced Price Lunch (FRPL), based on the previous year's data. Schools right above or below the 50% FRPL mark may have their eligibility shift year to year. The funds may only be used by the eligible school -- they cannot be transferred for use in another building. (EHB 2242 2017)</p>
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McKinney-Vento

McKinney-Vento (Homeless)	
Primary Contact	Amy (Noemi) Butcher, nbutcher@hoquiam.net Ext. 8295
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	<p>igrant competitive grant \$20,000 (each year through 2022)</p> <p>\$5,000 required set aside from Title I funds</p> <p>Amy Butcher, the Homeless Liaison, also works with local community organizations to receive donations of services/goods.</p>
Program Summary	McKinney-Vento is a federal program that is intended to guarantee homeless children and youth access to education and other services that will allow them to meet the same student academic achievement standards to which all students in the state are held.
Purpose/Goals	The McKinney-Vento Liaison is responsible for identifying students experiencing homelessness, and determining what services are needed to provide equal access to education. The Liaison works with the families and the school to remove barriers preventing success in school.
Qualifications for Program	A student qualifies for McKinney-Vento services if the individual lacks a fixed, regular, and adequate nighttime residence. This includes, but is not limited to, living in a hotel, campground, camper, shelter, on the streets, living with another family, and unaccompanied youth (may be staying with a friend's family).
Assessments Used	The housing survey is completed at registration and is given to the Liaison who follows up with families to determine if they qualify. Any staff member who suspects a student might be homeless can contact the

	Liaison to follow up with other district staff and the family to make that determination.
Other Key Dates to Note	Once a student qualifies for services, they remain eligible until the end of the school year even if they find a fixed, regular, adequate nighttime residence before then. Eligibility must be determined every year and students can become qualified at any time during the school year.
Acronyms/Common Terms	Unaccompanied Youth- a youth who is no longer living with their parent/guardian. Doubled Up-a student/family living with another family
Other	\$20,000 grant is a competitive grant on a 3 year cycle that we haven't received the last 6 years. This is new funding. In years past, the program was paid for out of basic education funding.

Foster Care

Foster Care	
Primary Contact	Amy (Noemi) Butcher, nbutcher@hoquiam.net Ext. 8295
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	No funding is provided for this program.
Program Summary	Schools, child welfare agencies, communities, and families must work together to provide equitable opportunities, specialized services, and useful supports that are essential for students in foster care to be successful in school and in life.
Purpose/Goals	The Foster Care Program supports students in foster care by encouraging innovative practices that reduce educational disruptions, strengthen school stability, and improve academic performance.
Qualifications for Program	Any child in foster care.
Assessments Used	None
Other Key Dates to Note	N/A
Acronyms/Common Terms	DCYF: Department of Children, Youth, & Families
Other	Students qualifying for foster care services have the same rights as a McKinney-Vento students, and the Liaison works with the schools, social workers, and foster parents to remove barriers to ensure success in school.

Migrant

Title I, Part C (Migrant)	
Primary Contact	Sandy Ruiz-Greenway, saruiz@hoquiam.net
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	No funding is provided for this program.
Program Summary	This program helps migrant students and youth in Washington meet high academic challenges by overcoming obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.
Purpose/Goals	The Liaison works with the families and the school to remove barriers preventing success in school.
Qualifications for Program	A migrant student is any student who has moved with his or her family within the previous 3 years seeking agriculture work (i.e. farming, fishing). The migrant liaison will determine if a student meets all qualifications.
Assessments Used	None. Families answer a question on the enrollment form and the Liaison will follow up with families to determine qualification.
Other Key Dates to Note	N/A
Acronyms/Common Terms	N/A
Other	N/A

Indian Education

Indian Education	
Primary Contact	Sandy Ruiz-Greenway, saruiz@hoquiam.net
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	Federal Grant/ approximately \$30,000 (allocated amount is determined by number of students who qualify)
Program Summary	This program provides assistance for meeting the educational needs of American Indian and Alaskan Native students.
Purpose/Goals	The Liaison works with the families and the school to remove barriers preventing success in school. They also work to provide opportunities for leadership and opportunities for cultural experiences.
Qualifications for Program	A student can qualify if they, their parents, or their grandparents are a registered tribal member in any tribal nation. They must fill

	out the paperwork and provide the Tribal ID number for the person who is registered with the tribe.
Assessments Used	None
Other Key Dates to Note	N/A
Acronyms/Common Terms	QIN: Quinault Indian Nation 506 Form: The form families fill out to determine eligibility.
Other	We work collaboratively with QIN to meet the needs of students and examine program strengths and needs.

ECEAP (Early Childhood)

Early Childhood Education & Assistance Program (ECEAP)	
Primary Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Administrator Contact	Marah Gannaway, mgannaway@hoquiam.net Ext. 8206
Funding Source/Amount	28 ECEAP spots/\$112,000
Program Summary	ECEAP is a free early learning preschool to support a child's development and learning for income eligible families. Services offered: <ul style="list-style-type: none"> • Family support and parent involvement. • Child health coordination and nutrition. • Services responsive and appropriate to each child's and family's heritage and experience.
Purpose/Goals	Provide early learning opportunities and family support for low-income students.
Qualifications for Program	ECEAP accepts families at or below 110 percent of the federal poverty level. There are a limited number of spots that can be used for above income students (up to 200% of the federal poverty level) with extenuating circumstances.
Assessments Used	TS Gold is used to track student success throughout the year.
Other Key Dates to Note	30 days after school starts: All spots must be filled, or we risk losing those spots.
Acronyms/Common Terms	ECE: Early Childhood Education
Other	Our preschool program is a blended program offering ECEAP and Special Education services.

OPERATIONAL SYSTEMS

The following pages will give you information pertaining to systems that run within the Hoquiam School District.

If you have any suggestions to add to a page, please contact the Program Director of that page.

GRANT WRITING DISTRICT PROCEDURES

District Grant Manager: Mary White

District Business Manager: Erica Barrie

This information includes Grays Harbor Community Foundation, Quinault Indian Nation, Local Community Grants (Safeway, Walmart, TwinStar; etc), or any other entity in which an individual is requesting funds to meet the needs of running programs or classrooms.

Types and Deadlines

Grays Harbor Community Foundation Grants: These grants are written at the ***district level only*** with input from each building. This is so we do not compete against one another as only 1 per district for each period is awarded. Please give considerations to your building principal or supervisor.

June	1	GHCF- After School Programs (\$5,000-\$7,000)
September	1	GHCF- Community Building Grant (\$5,000-\$30,000) 1x/year
February	1	GHCF- Community Building Grant (\$5,000-\$30,000) 1x/year
November	1	GHCF- Small Grants Program (\$5,000 or <) 1x/year
January	1	GHCF- Small Grants Program (\$5,000 or <) 1x/year
April	1	GHCF- Small Grants Program (\$5,000 or <) 1x/year
July	1	GHCF- Small Grants Program (\$5,000 or <) 1x/year
June	1	GHCF-Annual Education Grant (Up to \$20,000)

QIN (Quinault Indian Nation Grants): The Quinault Indian Nation has further prioritized the granting of awards to those applicants with projects that accomplish one or more of the following categories:

*Youth education/activities*Wellness, Mental, Emotional, and Physical Health

*Environmental preservation and restoration

If you have any questions you may call: Latosha Underwood, Tribal Secretary
(360) 276-8211 ext. 555 lunderwood@quinault.org

October	1	Quinault Indian Nation Grant
April	1	Quinault Indian Nation Grant
January	1	Quinault Indian Nation Grant
July	1	Quinault Indian Nation Grant

Corporate Grants: (Safeway, TwinStar, Walmart, etc.)- These types of grants are open for individual teachers or groups to apply for throughout the year. General information will come across email in regards to their availability.

DonorsChoose.org: Although you are not requesting funds, you are soliciting a donation to the Hoquiam School District. Please make sure to get approval for your request from your principal or supervisor prior to submitting your request.

Procedure

1. Before starting to write a grant, you need to get approval from your building principal and/or supervisor of the program for which you are writing the grant.
2. Once approval has been granted, the individual contacts the district office grant manager to communicate that the grant is in the process of being written. This allows for the district to know who and when grants are being written so that we are not competing against one another for the same dollars. Additional support can also be provided by the grant manager to assist in the writing or gathering of documentation needed for completion.
3. Before sending in a grant, make sure to have someone look it over for clarification and editing purposes.
4. When the writing is complete, make a copy and send the information to the district grant manager. Once the grant is awarded, notify the district grant manager and business manager with the amount. An account will then be set up for the expenditure of this grant.
5. It is the grant writer's responsibility to make sure that all documentation needing to be submitted after receiving the grant is completed. This includes a 'thank you' to the contributor(s).
6. If you have questions regarding the writing of a grant or need information, contact Mary White at mwhite@hoquiam.net or 360-538-8417.

SURPLUS

Surplus refers to **outdated** equipment, textbooks, workbooks, furniture, etc. Please refer to Policy and Procedure 6881.

In keeping with sound fiscal practices, the district buys curriculum, materials and supplies for classrooms and buildings. Please do not remove ANY materials of any kind from your room without prior approval from your principal and/or supervisor of your program.

Surplus Procedures:

1. Please follow the Policy and Procedure 6881
2. Once it is established that you have surplus materials or equipment, box them up if possible.
3. Go to www.hoquiam.net under Staff Resources to download a Surplus Blank. It is required that you use the excel spreadsheet so you can electronically add the items. This way it is assured it is legible.
4. Upon completing the information for each item within a box make 4 copies. Tape one on the side, one on the top, put one inside and forward one to the Director of Maintenance. If it is curriculum items, make a fifth copy and send it to the Director of Teaching and Learning. All curriculum items must be in their own box, not mixed with general surplus items.
5. Any items that need to be part of surplus for the year must have forms sent to the Director of Maintenance and Teaching and Learning no later than the last day of school. This allows for the lists to be previewed by the school board and agreed upon in order to sell or destroy materials.
6. Maintenance will need to be contacted to arrange for pick-up of the boxes at the end of the year or during the summer months. **SURPLUS ITEMS WILL NOT BE PICKED UP ON AN ONGOING BASIS THROUGHOUT THE YEAR.** Schools may box up items, send in necessary paperwork, and then store the materials until maintenance picks them up. There may be exceptions to this only if cleared through the Director of Maintenance and/or Director of Teaching and Learning.

FLEX TIME 2020-21
Building Scheduled Times

	Hours
Day 1	7.25
Day 2	7.25
Day 3 (Staff Meeting)	7.75
Day 4	7
Day 5	7
Flex Time	1.25
Total Time	37.5

HSD Collective Bargaining Agreement, Section IV - Conditions of Employment

D. Length of Work Day (page 18-19 of CBA)

1. The length of the minimum work day for full time employees shall be seven (7) hours including at least thirty (30) minutes, exclusive of passing time, of duty free time for lunch at a reasonable time. For the 20/21 school year: In consultation with HTA representatives, each building shall establish a schedule of one (1) day of seven and three-quarters ($7\frac{3}{4}$) hours, two (2) days of seven and one half ($7\frac{1}{2}$) hours and between the two (2) remaining days employees may decide which is a seven and one-half ($7\frac{1}{2}$) hour day and which day is seven and one-quarter ($7\frac{1}{4}$) hours. The work week for each full time employee shall be thirty-seven and one half hours (37.5).
 - a. Buildings shall schedule their staff meetings on a specific day of the week. Forty five (45) minutes shall be scheduled for staff meetings.
 - b. Any increase in contact time with students shall be the result of the bargaining process.
 - c. No employee shall be required to work before 7:30 am and no later than 4:00 pm. Secondary (Middle and High School) staff meetings may be held once a week beginning forty-five (45) minutes before the first student bell in the morning.
 - d. Between 10:30 a.m. and 1:30 p.m., the employee shall have a continuous thirty (30) minute duty free lunch period, exclusive of passing time.
 - e. No employee shall be required to work a non-continuous day.

Building Scheduled Times

Elementary	Emerson	Hours	Lincoln	Hours	Central	Hours
Monday	8:15-3:30	7.25	8:15-3:30	7.25	8:15-3:30	7.25
Tuesday*	7:30-3:15	7.75	7:30-3:15	7.75	7:30-3:15	7.75
Wednesday	8:15-3:30	7.25	8:15-3:30	7.25	8:15-3:30	7.25
Thursday	8:15-3:15	7	8:15-3:15	7	8:15-3:15	7
Friday	8:15-3:15	7	8:15-3:15	7	8:15-3:15	7
Flex Time		1.25		1.25		1.25
Total Time		37.5		37.5		37.5

Secondary	HMS	Hours	HHS	Hours
Monday	7:45-3:00	7.25	7:45-3:00	7.25
Tuesday	7:15-3:00	7.75	7:15-3:00	7.75
Wednesday	7:45-3:00	7.25	7:45-3:00	7.25
Thursday	7:45-2:45	7	7:45-2:45	7
Friday	7:45-2:45	7	7:45-2:45	7
Flex Time		1.25		1.25
Total Time		37.5		37.5

*Staff Meeting day could be another day of the week. You can exchange for any day except Monday.

* Please make sure to fill out your schedule so that the total weekly time equals 37.5 and give it to your building principal.

TEAM MONDAYS

Dates:

- September 28
- October 26
- November 23
- January 25
- February 22
- March 29
- April 26

Times:

All Professional Development and PLCs will be held between the time of 12:00 pm- 3:00 pm.

Location:

Staff will meet in their own building unless your PLC has staff that comes from multiple buildings. A mutually agreed upon location will be established for PLCs with members of that group.

If a district-wide training will occur, then all personnel will be notified of the location and time.

Paraprofessionals will be notified of the location and time of the para-certification training that will happen throughout the year.

PLC notes are expected to be kept and forwarded to team members, principal or program supervisor, Jason Ihde, Marah Gannaway, Mary White and Dr. Villarreal at the conclusion of the meeting or the next day.

STAFF HANDBOOK SIGNATURE PAGE

Staff Receipt Form

I have read this handbook. I understand that this handbook is only a guide and that many other district policies and procedures are contained in the school board policy manual. If I have questions regarding any portion of this handbook, I understand that I may discuss them with my supervisor/principal.

Click on the link and then touch the address...

[Signature Verification Page](#)