Hoquiam School District

Staff Handbook

HOQUIAM
SCHOOL DISTRICT No. 28
Linking Learning to Life

Welcome Back!

2018 - 2019

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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The Hoquiam School District is pleased to welcome the following new additions/changes to our staff:

Erica Barrie..................................................District Office Business Manager
Chandrea Byron............................................Emerson Elementary School 1st Grade Teacher
Alison Cline..................................................Whole Child Coach
Evan Combs....................................................Central Elementary School 5th Grade Teacher
Kate DeCan...................................................Central Elementary School 5th Grade Teacher
Amberly Dennis..............................................Lincoln Elementary School Cook
Austin Doe...................................................Hoquiam Middle School Custodian - Evening
Annette Duvall..............................................Hoquiam School District Athletic Director
Heather Dyson..............................................Central Elementary School Principal
Manah Gannaway............................................District Office, Director of Student Support Services
Casey Gwinn..................................................District Office, Special Services Office Coordinator
Heidi Hague..................................................Lincoln Elementary School 2nd Grade Teacher
Brooke Heikkila..............................................Hoquiam High School Special Programs Liaison
Joshua Hoover..............................................Hoquiam Middle School Special Education Teacher
Johannes Johnson............................................Hoquiam Middle School Cook
Heidi McMullen.............................................Emerson Elementary School Custodian - Evening
David Minton................................................Lincoln Elementary School 2nd Grade Teacher
Richard Nelson.............................................Hoquiam Middle School Para Educator
Christopher Nitti.........................................Hoquiam Middle School Technology Teacher
Jamie Orana................................................Central Elementary School Office Coordinator
Erinn Ounsted...............................................Hoquiam Middle School Title I Teacher
Kelli Pudelko................................................Emerson Elementary School 1st Grade Teacher
Alyson Reynolds...........................................Emerson Elementary School Kindergarten Teacher
Rhonda Urlacher...........................................Lincoln Elementary School 2nd Grade Teacher
Amanda Wilde..............................................District Office, Director of Special Services
Brandon Winkelman......................................Emerson Elementary School Principal
Hoquiam School District Staff Handbook 2018-2019

School Addresses
Hoquiam School District Office
325 W. Chenault Avenue
Hoquiam, WA 98550
538-8200

Mike A. Villarreal, Superintendent
Erica Bautie, Business Manager
Amanda Wilde, Executive Director of Special Services
Mary White, Director of Teaching & Learning
Marah Gammaway, Director of Student Services
Cathy Anderson, Secretary/Receptionist (8200 or 8244)
LeAnn Bennett, Accounts Payable/Purchasing (8201)
Lori Coady, Human Resources Coordinator/Personnel (8203)
Casey Gwinn, Special Services Office Coordinator (8290)
Carmen Riffe, Database Support/Secretary (8246)
April Wright, Payroll/Benefits (8208)

Hoquiam High School (9-12)
501 W Emerson Avenue
538-8210
Brock Maxfield, Principal/CTE
Bonnie Jump, Assist. Principal
Annette Duvall, Athletic Director

Central School (4 & 5)
310 Simpson Avenue
538-8230
Heather Dyson, Principal

Emerson School (K & 1)
101 W Emerson Avenue
538-8240
Brandon Winkelman, Principal

Hoquiam Middle School (6,7,8)
200 Spencer Street
538-8220
Jason Ihde, Principal
Laurie Gordon, Dean of Students

Lincoln School (2, 3, & PS)
700 Wood Avenue
538-8250
Colin Nelson, Principal

HOMELINK (K-12)
YMCA, 2500 Simpson Avenue
Mike Villarreal, Director
Bonnie Jump, Principal
David Jump, Teacher/Consultant
Jim Sterling, Teacher/Consultant
Katie Ihde, SPED Teacher

Transportation
3030 Bay Ave
538-8270
Ernie Lott, Director

Maintenance
335 W. Chenault Ave.
538-8280
Matt Kemph, Supervisor
The Big Deals for 2018-2019

- Active student engagement in classrooms

- Rigor

- Use of formative assessment to gauge learning

- Further develop a culture of deep learning characterized by caring

- Continue the Long Range Facility Committee
### HOQUIAM SCHOOL DISTRICT NO. 28
#### SCHOOL CALENDAR
#### 2018-2019

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<td><strong>22 days 44</strong></td>
<td><strong>22 days 10</strong></td>
<td><strong>13 days 76</strong></td>
<td><strong>19 days 94</strong></td>
<td><strong>18 days 112</strong></td>
<td><strong>20 days 132</strong></td>
<td><strong>17 days 148</strong></td>
<td><strong>21 days 170</strong></td>
<td><strong>10 days 180</strong></td>
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= Team Wednesday (90 Min Early Release for Teacher Collaboration)

= Early Release (90 Min Early Release for Students)
District Employee Commonly Asked Questions

Q.) Who should I talk to about my salary or benefits?
A.) April Wright– Payroll Officer. Benefit information is also shared with the district on Google Drive.

Q.) Who should I contact if I have a question about my transcript, clock hours or credits?
A.) Lori Coady – Human Resources Coordinator

Q.) If I am sick, who should I contact?
A.) Call or login to the district’s Absence Management System to report an absence.

Q.) When can I expect to receive my monthly paycheck?
A.) All employees are paid on the last working day of every month.

Q.) I’d like to see the Superintendent, who should I contact?
A.) Cathy Anderson – District Office Receptionist/Secretary

Q.) Who in the District is responsible for teaching and learning decisions?
A.) Mary White is the Director of Teaching and Learning.

Q.) When are staff meetings held during the year?
A.) Staff meetings are held on a regular schedule – please contact your building Principal or Office Coordinator.

Q.) How are schools in Hoquiam funded?
A.) Basic Education funding generally comes through enrollment, local maintenance and operations levy, Title I, LAP and Grants.

Q.) Where might I receive a copy of my union agreement?
A.) Refer to the Hoquiam School District Website and/or contact your local union officers/Presidents:
   a. Laurie Gordon – Hoquiam Teachers Association
   b. Sue Dixon – Public School Employees of Washington

Q.) If I have a need for teaching supplies who should I contact?
A.) Your Building Principal

Q.) Can I access my school email at home? How?
A.) Yes. Contact Patti Reynvaan, Hoquiam School District Technology Lead.

Q.) How can I view my check history/employee information/time off?
A.) Skyward Employee Access provides this information. The link is found on the district’s website under Staff Resources. If you need your password send requests by email to Carmen Riffe, Skyward Program Support.
# 2018-19 Administrative Assignments

<table>
<thead>
<tr>
<th>Hoquiam School District Cabinet</th>
<th>HSD Principals</th>
<th>District Office Personnel</th>
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</thead>
<tbody>
<tr>
<td><strong>Mike Villarreal</strong>&lt;br&gt;Superintendent</td>
<td><strong>Erica Barrie</strong>&lt;br&gt;Business Manager</td>
<td><strong>Brock Maxfield</strong>&lt;br&gt;CTE Advisory Committee&lt;br&gt;<strong>Carl Perkins</strong>&lt;br&gt;<strong>Bonnie Jump</strong>&lt;br&gt;HHS Principal&lt;br&gt;<strong>HOMELINK Principal</strong>&lt;br&gt;<strong>Jason Ihde</strong>&lt;br&gt;HMS Principal&lt;br&gt;<strong>Truancy Board</strong>&lt;br&gt;<strong>AVID</strong>&lt;br&gt;<strong>Heather Dyson</strong>&lt;br&gt;Central Principal&lt;br&gt;<strong>Colin Nelson</strong>&lt;br&gt;Lincoln Principal&lt;br&gt;<strong>Brandon Winkelman</strong>&lt;br&gt;Emerson Principal</td>
</tr>
</tbody>
</table>
| **Contracts/Agreements**<br>**Facilities and Maintenance**<br>**Long Range Facility Planning**<br>**Transportation**<br>**District Office Manager**<br>**Legal Compliance**<br>**Student Accident Forms**<br>**Title IX/Sexual Harrassment**<br>Certificated Personnel/HTA Liaison<br>Classified Personnel/PSE Liaison<br>Technology<br>Public Records Request<br>HIB<br>Making Connections<br>Discipline | **Monthly Budget Review**<br>**Audit Compliance**<br>**Internal Controls**<br>**Preventative Audits**<br>**Food Service**<br>**Financial Document Approvals**<br>**Insurance Claims**<br>**SPED: State (21 & 22) & IDEA 611/619**<br>**ADA/504 Coordinator**<br>Title IV/Rural Low Income<br>Nursing/Health Services<br>Affirmative Action/Non-Discrimination<ref>
| **Amanda Wilde**<br>Director of Special Services | | |
| **Mary White**<br>Director of Teaching & Learning | **Marah Gannaway**<br>Director of Student Support Services | **Matt Kemph**<br>Director of Maintenance | |
| Assessment<br>Curriculum<br>School Improvement Support of Schools<br>Academic Integration of Technology<br>Title IIA Grant<br>Highly Capable Program<br>Team Wednesday<br>TBIP/ELL<br>Title Iic/Migrant<br>TPEP/EVAL<br>Building Coaches/w Mary<br>Professional Development<br>Certificated Highly Qualified<br>Grant Management | **Title 1**<br>LAP<br>Guidance Team<br>McKinney Vento<br>Preschool<br>Indian Ed<br>Foster Care<br>Extended Learning: Summer and Before and After School<br>Building Coaches/w Mary | **Emergency Preparedness**<br>Safety Committee<br>Risk Management | |
| | | **Ernie Lott**<br>Transportation Supervisor | | **Carmen Riffe**<br>Skyward/District Program Support<br>Safe Schools Training (CR)<br>Absence Management (CR)<br>Transportation Request System<br>Report Cards |
School Board work sessions are typically held the Monday prior to a 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.

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<tr>
<th>Month</th>
<th>Work Session</th>
<th>Regular Board Meeting</th>
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<tr>
<td>July</td>
<td>10 (Budget Work Study)</td>
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<td>August</td>
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<td>September</td>
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<td>October</td>
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<td>November</td>
<td>12 (Due to the WSSDA Conference, the Work Session and Regular Board Meeting will be combined), none scheduled</td>
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<td>December</td>
<td>none scheduled</td>
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<td>January 2019</td>
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<td>February</td>
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06/21/18
## District Initiatives 2018-2019

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<thead>
<tr>
<th>Initiative &amp; Description</th>
<th>Rationale</th>
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<tr>
<td><strong>ASSESSMENT FOR LEARNING</strong></td>
<td>&quot;The most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding.&quot; <em>Connie Moss &amp; Susan Brookhart, 2012</em></td>
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<thead>
<tr>
<th>Learning Targets</th>
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<td>• Derived from the WSLS</td>
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<td>• Posted prominently in the classroom</td>
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<td>• Teacher refers to the target throughout the lesson</td>
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<th>Success Criteria</th>
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<td>• The Success Criteria match the Learning Target</td>
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<td>• Students can articulate their learning --- What? Why?</td>
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<td>• The level of Rigor (DOK) is appropriate</td>
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<th>Formative Assessment</th>
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<td>• Standard/Skill based tracking system is used</td>
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<td>• Formative Assessments are used daily in all content areas to determine subsequent instruction</td>
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<td>• Formative Assessment data is used to create small flexible groups</td>
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<td>• Students use their data to track their progress</td>
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<th><strong>LESSON DESIGN</strong></th>
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<td><strong>3C Engaging Students in Learning</strong></td>
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<th>Expectation</th>
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<td>• Whole Group Instruction - Critical input is followed by processing time - for every 10 minutes of input, 2 minutes of processing is provided (See &quot;cycle&quot; graphic)</td>
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<td>• Mini-Lessons are used to teach critical skills whole group</td>
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<tr>
<td>• Teachers pre-plan questions at multiple levels (DOK)</td>
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<td>• Differentiation allows all students to access grade level content</td>
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<td>• Students work in a variety of situations</td>
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<td>• Students are allowed to struggle during difficult content - &quot;productive student struggle&quot;</td>
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<th>Rationale</th>
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<td>Whole-class instruction is only one of the strategies available to teachers, and it takes many forms. &quot;Mini-lessons are brief whole-group lessons that directly teach a skill, a strategy or an understanding. These lessons should be brief yet explicit.&quot; <em>Laney Sammons and Barbara Blanke, 2013</em></td>
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| Rigor | | |
|---|---|
| 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. *Robyn R. Jackson, 2015* | | |
### Differentiated Instruction

**Through process, product, content, and environment**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Classroom Structures that meet individual student learning needs</th>
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<tr>
<td>1E Designing Student Instruction; 3E Demonstrates Flexibility and Responsiveness</td>
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<tr>
<td>- Flexible Grouping (frequent movement between homogeneous and mixed ability groups)</td>
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<td>- Structured Student Discourse (Kagan, SIOP, GLAD, AVID)</td>
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<td>- Student Retrieval System (anchor charts, interactive notebooks)</td>
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**Classroom Content**

- 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

1C Setting Instructional Outcomes; 1F Designing Student Assessments; 3A Communication with Students; 3C Engaging Students in Learning; 3D Using Assessment in Instruction

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<th>Expectation</th>
<th>Vocabulary</th>
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<td>- Taught incorporating the following: description, restate, drawing, activities, discussion, games</td>
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<td>- A student retrieval system is used</td>
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<td>- Interactive word wall is used</td>
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<td>- Incentive system in place to facilitate student use of content and academic terminology</td>
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### 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)

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 classrooms. We are intentional about curricular choices, and we think carefully about what students need to learn and how that learning is best supported. *(Marilyn Burns, 2013)*

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. *(Robert Marzano & Julia Simms, 2013)*
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!

District Goals:
1. Academic Excellence. Ensure students are creative and accountable learners, combining high expectations with demonstrated growth, leveraging a 21st century curriculum that is individually challenging and relevant. Hire and retain engaged teachers, providing them with the training and tools necessary to inspire student success.

2. Career Readiness. Link career exploration—through events, communication, partnerships with the community, mentoring and district resources— with the knowledge, skills and attitude to excel in post-secondary opportunities.

3. District Culture. Foster a welcoming district culture that emphasizes accountability and mutual respect, with a focus on school safety, healthy lifestyles, communication and a positive learning environment.


5. Facilities. Update district facilities for the learning of the 21st Century student while maintaining all facilities to serve students, staff, and the community safely, effectively and efficiently.

6. Family & Community Engagement. Encourage family and community participation and support by promoting inclusive partnerships, employing proactive communication through varied media.

7. Life Skills. Equip graduates with the financial, social, and technological skills necessary to succeed in a competitive and changing world.
HOQUIAM SCHOOL DISTRICT STAFF HANDBOOK

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

- Obtain needed first aid or medical treatment.
- Report the Accident to your supervisor.
- If you seek medical treatment, call the Worker’s Compensation Trust at:
  - 360-464-6830.
- Complete the Employee Incident Report, which is available from your school’s office coordinator 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. 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.

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 3245 (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 work place. 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:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, 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 6590 (See Website)
The district is committed to a positive and productive educational and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:
1. Submitting to the harasser’s sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
2. Submission to or rejection of sexual demands is a factor in an academic work or other school-related decision affecting an individual; or
3. Unwelcome sexual or gender-directed conduct or communication interferes with an individual’s performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student-to-student, adult-to-adult, male to female, female to male, male-to-male and female-to-female. The district will take prompt, equitable and remedial action within its authority of reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

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 6590P 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 tobacco use on school property at all times. Tobacco includes, but is not limited to cigarettes, electronic cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco innovation or look a like. Notices advising district employees and patrons of this policy shall be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent. Employee and student handbooks shall include notice that using tobacco on school property is prohibited. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.
Drug Free Schools, Community and Workplace – Policy 5201 (See Website)

"Workplace" is defined to mean the site for the performance of work done in connection with a federal grant. That includes any school building or any school premises; and school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed.

For these purposes, the Board declares that the following behaviors will not be tolerated:

- Reporting to work under the influence of alcohol, illegal chemical substances or opiates.
- Using, possessing, transmitting alcohol, illegal chemical substances (including anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal chemical substances or opiates will be subject to disciplinary action, including immediate termination.
- Using district property or the staff member’s position within the district to make or traffic alcohol, illegal chemical substances or opiates.
- Using, possessing or transmitting illegal chemical substances and opiates in a manner, which is detrimental to the interest of the district.

Any staff member who is taking a drug or medication whether or not prescribed by the staff member’s physician, which may adversely affect that staff member’s ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs, which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those that may cause drowsiness or dizziness. The supervisor in conjunction with the district office 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 shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace as defined above. Such notification shall be provided no later than 5 days after such conviction. The district shall inform the federal government within 10 days of such conviction, regardless of the source of the information. Each employee shall 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 may be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the board, at the employee’s expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement. Other actions such as notification of law enforcement agencies may be taken in regard to a staff member violating this policy at the district’s discretion, as it 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 report 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.

**Time Sheets** — *(Can be found online at the HSD Website)*

If directed by your supervisor, complete the appropriate on-line time sheet 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 time sheet. It is the responsibility of the employee to make certain that a time sheet 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 contract 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.

**Technology and Maintenance Work Requests** — *(Can be found online at the HSD Website)*

From any computer go to the district website and select Staff Resources. Then choose the Technology Request or Maintenance Request. Type in your school email address. Click “Submit”. Enter your information. Submit Your Password: You must enter a password for the ticket to be accepted. The passwords are as follows: For Maintenance: maintenance For Technology: technology

**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, outside the Hoquiam School District 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 send the originals to the district office.
4. Clock hours are then added to the personnel file.

If an employee takes a class for clock hours which is provided by the Hoquiam School District then:

1. Employee fills out approval form and has it approved and signed by their supervisor or building principal.
2. Teacher of class signs clock hour form. It is the employee's responsibility to send original clock hour form and approval form to the district office.
3. Clock hours are then added to the personnel file.

If an employee takes a class for college credit then:

1. Employee fills out approval form and has it approved and signed by their supervisor or building principal.
2. Employee sends approval form to personnel office with a note stating that transcripts will follow.
3. Employee requests “Official Transcript” from college or university and has it sent to the Personnel Office.
4. When both forms are received, credits will then be added to the personnel file.

Inservice Expense Reimbursement Claims and Inservice Hour Compensation

Certificated Inservice 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), mapquests 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 inservice expenses on a spread sheet for the school year.

Classified Inservice Hour Compensation
Classified employees will have 25 hours compensated through payroll each school year. Any inservice hours requesting compensation should have verification of class attendance and approved by their principal and/or office coordinator and turned in with payroll. There will be no reimbursement of inservice hours for the month of December.

**All inservice expenses are paid by the individual employee and reimbursed when the expense claim form is completed with detailed receipts attached, approved and coded. Any expenses listed without backup will not be reimbursed.
Examples:

1. If you have 6 hours and $60 left in your account from the 2017-2018 school year and you complete a class before 8/31 for 10 hours and a cost of $200; you can claim 6 hours and $60 from 2017-2018 and the balance of 4 hours and $140 in 2018-2019. All paperwork must be submitted to payroll by the September payroll cutoff. (The first week in September).

2. You have used all of your hours and expenses in 2017-2018 and want to take a class June 2, 3 and 4, 2018. The class cannot be claimed on the upcoming year’s expenses or hours because the school year is not completed.

3. You have used all of your hours and expenses in 2017-2018 and want to take a class after school is out (mid June-August 31st). These expenses and hours can be claimed on the upcoming year.

Any class taken after school is out can be claimed against the new year, however, will not be paid until the new year begins.

Hours and expenses charged to the prior school year must be submitted to Payroll and Accounts Payable by the September payroll cutoff date (First week in September). Submissions after the Payroll and Accounts Payable cutoff date will be applied to the current school year.

Forms – Please use a pen only when filling out these forms.

1. **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.

2. **Inservice Request Form**
   Prior to attending an inservice for payment of hours, please verify with your office coordinator that you have hours available (25 hours annually) to claim. Once you have completed the hours, submit the information with the workshop schedule attached, to your supervisor and/or office coordinator for approval, recording and submission to payroll for payment.

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

4. **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 request 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.
5. **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.

6. **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.

7. **Maintenance Request Form**

Maintenance 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.

8. **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.

9. **School Closure or Delay**

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.

**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 at most banking institutions. 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 inservice hours.
Response to Intervention, (RTI)
Response to Intervention, or RTI is a three-tiered approach for delivering instruction to students. It supports all students using research-based methods to help avoid student failure. According to the National Association of State Directors of Special Education, 2005, RTI is the practice of: (a) providing high-quality instruction/intervention matched to all students needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction. RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school. The Hoquiam School District supports the RTI three-tiered delivery system and is actively engaged in applying RTI principles to the education of Hoquiam students.

Special Services
The district recognizes that students whose disabilities adversely impact educational performance and who required specially designed instruction could improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state’s full educational opportunity goal to provide students in need of special education services with a free appropriate public education. Special education programs for students eligible for special education shall be an integral part of the general educational programs of this district, and shall be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student’s needs. Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and if, appropriate, the student will be provided with general education accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

What’s Special About Special Education?

Three Prong Test:
1. Must have an adverse educational impact.
2. Must meet a disability category (14 options).
3. Must need specially designed instruction (SDI). Accommodations and modifications to the general curriculum are not enough.

Specially Designed Instruction:
- Differs from the general curriculum in content, methodology or delivery.
- Designed and monitored by a Special Education Teacher or Therapist (in cooperation with the IEP Team)
- Implemented by anyone in any location.
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All Policies Can be Found on our 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  Off School Grounds  Hallway  Restroom  Playground  Locker Room
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: ____________________________
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 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 the Community Eligibility Provision Program again this year. This is a 4 year program that allows us to serve free breakfast and lunch to all students grades K-8. Although Grades 9-12 (Hoquiam High School) did not qualify for the CEP Program, they are a part of the National School Lunch and Breakfast Program. Students from the High School may qualify for free or reduced meals. Applications are available at the High School office, Hoquiam School District Office and can be printed from our district website, hoquiam.net. Parents/Guardians are asked to contact the Food Service Director, Christina Hansen with any questions, at 360-538-8278.

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.
Staff Receipt Form

I have received this handbook and agree to read the contents thereof within one week of receiving it. 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.

Printed Name_________________________________ School_____________________________

Signature______________________________________ Date__________________________