

Cape Flattery School District # 401



Mission Statement	6
NONDISCRIMINATION STATEMENT	6
Educational Philosophy	6
Our Goals	7
Cape Flattery School District Strategic Plan	8
Curriculum and Instruction	9
Assessment	10
Accountability- Teacher Supervision and Evaluation	11
Bargaining Units	11
Board Policies	12
School Calendar	12
Hot Lunch/Breakfast Program	13
Student Handbooks	13
Cape Flattery School District # 401	14
District Organization and Operation	15
Principal	15
Board of Directors	17
Office Staffing 2022-2023	18
Employment Process	21
Employment Requirements	23
Recruitment	23
Applications	23
Transfers	23
Hiring	24
Probationary Period	24
Employee Professional Development/Training	24
Termination of Employment	24
Maintaining Valid Certificate	25
Staff Attendance	25
Employee Benefits	26

Medical, Dental and Vision Insurance Coverage	26
Retirement	26
Credit Union/Tax Sheltered Annuities	26
Paid Leave	26
Leave Related to COVID-19:	26
Requesting Authorized Leave:	27
Approval/ Disapproval of Vacation Credit	27
Process for Leave Donations:	28
Travel	29
Reimbursement for Travel Expenses	29
Advance Travel	29
Expense Reimbursement	30
Payroll	31
Payroll Month/Pay Periods	31
Pay Rates	31
Contractual Employees	31
Non-Contractual Employees	32
Employee Access	32
Pay Checks and Earnings Detail Statements	32
Payroll Deductions	33
Court Ordered Garnishments	33
Confidentiality	34
Code of Professional Conduct for Educational Practitioners	35
Public Relations	35
Solicitation	36
Safety	37
School Equipment	39
Mandatory Trainings	39
Asbestos Notification	40
Pesticide Notification, Posting and Record Keeping Requirements	40
SKYWARD	41
Family Access	41
Student Access	41

TECHNOLOGY	42
Network and Internet Use Agreement	42
Terms and Conditions	42
Technology Issues	44
Van Driver Training	45
Volunteer Process and Flowchart	46
Identifying and Prohibiting Boundary Invasions	47
Budgeting	49
School Year	49
Grant Process	50
Purchasing and Accounts Payable: Click on the link below	51
Purchasing Process	51
APPENDICES	52
APPENDIX A -Glossary of Terms	53
APPENDIX B – EMPLOYEE LEAVE	54
APPENDIX C - District Administrative Office	55
Clallam Bay Office	55
Neah Bay School Office	55
APPENDIX D	56
Board Policy 5012: Sexual Harassment of District Staff Prohibited	56
Procedure Sexual Harassment of District Staff Prohibited	58
APPENDIX E	66
Board Policy 3207: Prohibition of Harassment, Intimidation and Bullying	66
Behaviors/Expressions	66
Training	66
Prevention	66
Students with Individual Education Plans or Section 504 Plans	67
Retaliation/False Allegations	67
Compliance Officer	67
Harassment, Intimidation, and Bullying Reference Sheet	69
APPENDIX F	71
Board Policy 5201: Drug-Free Schools, Community and Workplace	71
APPENDIX G	73
Board Policy 5253: MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES	73

Procedure	75
BP 5253	75
APPENDIX H	78
ELECTRONIC RESOURCES and INTERNET SAFETY	78
APPENDIX I	81
Digital Citizenship and Media Literacy	81
APPENDIX J	85
Checklist for Digital Citizenship, Media Literacy, Electronic Resources, and Internet Safety	85
Community Information	88
CAPE FLATTERY SCHOOL DISTRICT # 401	89
LETTER OF ACCEPTANCE OF EMPLOYEE HANDBOOK	89
Student Privacy Statement & Staff / Volunteer Confidentiality Agreement	90

EMPLOYEE HANDBOOK

FOR

2022-2023

“A Teaching and Learning Community on a Quest for Excellence”

Mission Statement

The mission of the Cape Flattery School District in partnership with the Cape Flattery communities, is to ensure that each student be given the opportunity to gain the knowledge, skills and self-esteem necessary to become a contributing member of society.

NONDISCRIMINATION STATEMENT

Cape Flattery School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance Coordinator - Title IX Officer - Section 504/ADA Compliance Coordinator Superintendent Michelle Parkin, mparkin@csfd.wednet.edu, PO Box 109, Sekiu, WA 98381, (360) 963-2075.

Educational Philosophy

The Cape Flattery School Directors are committed to a belief of dedicated educational service to all children, and working toward meaningful partnerships with their families and the community. The School Directors expect that each and every employee of the District shall help all children to develop intellectually and emotionally to enable them to become contributing members of society. This can be achieved through the development of a school program with the scope to encompass the intellectual, physical, civic, social, and cultural needs of children in a democratic society.

The School Directors realize that an effective public school program must be clearly directed towards the common needs of all children, but shall also consider the unique differences and needs of each individual child as well. Every child that walks through the doors of any school in the Cape Flattery School District shall be treated with respect and given every opportunity to acquire an education.

The School Directors recognize that the guardianship of public education is a trust and obligation that is not to be taken lightly. The goals of public education are fundamentally the goals of a democratic society.

The School Directors believe that its purpose and objectives can best be achieved when the program of education is directed through written Board Policies based on the State statutes and the student and community needs of the Cape Flattery School District.

Our Goals

Goal #1

Strong ties between the schools and their communities.

Goal #2

All students and adults show concern and sensitivity to others

Goal #3

Instruction, standards, and assessment are continually focused on increasing student achievement.

Goal #4

Create a learning environment that encourages responsible integration of technology by students and staff.

Goal #5

Fiscally responsible budget to ensure stability and increase student achievement.

Goal #6

Strive to ensure the overall safety of our students and the security of our schools.

Cape Flattery School District Strategic Plan

2021-2024

Our Vision

Every student, staff member, parent and community member takes pride in the schools of the Cape Flattery School District and are:

- Respectful of one another
- Responsible for one's actions
- Responsive to the needs of others
- and committed to results that exceed expectations.

(Take care of yourself, take care of each other, take care of our school)

Our Mission

The mission of the Cape Flattery School District in partnership with the Cape Flattery communities, is to ensure that each student be given the opportunity to gain the knowledge, skills and self-esteem necessary to become a contributing member of society.

Our Beliefs

- Public education is a foundation of democracy and provides the tools to create an equal and just society.
- Patriotism and citizenship are fundamental to our society.
- Education must support all students in achieving their highest intellectual and personal excellence while preparing themselves for college and career pathways.
- Children learn most effectively when curriculum and instructional strategies are relevant to their own backgrounds, interests, and learning styles.
- Accountability for education is the shared obligation of the students, staff, family, school, and community.
- Present day technology plays a pivotal role in the education of the 21st Century students.
- Every employee of the District plays a crucial role in the development and growth of our students.

Curriculum and Instruction

The Cape Flattery School District is committed to obtaining, developing and delivering high quality curriculum in all subject areas that supports each of our students' unique needs. Our teachers, administrators and community stakeholders share a common interest in ensuring that course objectives, unit goals, lessons, assessments and materials are developed in a collaborative manner to continually improve and maintain the integrity of a high quality district curriculum.

Four learning goals provide the foundation for the development of all academic learning standards in Washington state:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

It is the goal of the Cape Flattery School District to support staff in the coordination and implementation of the Common Core State Standards, Next Generation Science Standards, Social Emotional Learning Standards, Digital Citizenship Standards, through a Blended Learning environment. The use of inclusive and equitable instructional practices are utilized to support all students. Additionally, the integration and adoption of curriculum and instructional materials are aligned to the academic learning standards in Washington State.

On a yearly basis, we review and update our curriculum to best meet the needs of our students. Our district curriculum and instruction objectives provide leadership for standards-based teaching and assessment in our schools with a constant focus on increasing student achievement and engagement, closing our achievement and opportunity gaps, and supporting student learning and success.

It is a high priority of our district to adopt and deliver a 21st century curriculum that blends thinking and innovation skills; research-proven teaching strategies and technology and real world resources in our quest to prepare our students to be successful in their future college and/or career goals.



Assessment

Our district uses a wide-variety of assessments to gather data on student academic progress and social-emotional needs. The three main categories of assessments are:

Formative Assessments- which is an assessment for learning and occurs on an on-going basis, daily, monthly, quarterly and or yearly. (example: pre-test)

Diagnostic Assessments- a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge and skills prior to instructions (example: literacy progress monitoring, phonics inventory)

Summative Assessment- which is an assessment of learning occurs only at specific intervals such as at the end of a unit, module, course or year. A summative assessment focus is on the outcome of a program. (example SBAC, end of unit test)

Accountability- Teacher Supervision and Evaluation

Staff will be evaluated according to their individual bargaining agreements. See CFEA and PSE bargaining agreements for further details. For all certified staff the CFSD uses the Center for Educational Research (CEL) model from the University of Washington as well as the eVal system for documenting observations, artifacts and scoring. For additional information on our adopted model please visit

http://info.k-12leadership.org/5-dimensions-of-teaching-and-learning?_ga=2.205454999.621856586.1597787479-343475345.1564597459

For additional information on using our adopted eVal system please visit

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/policy-and-resources/eval>

Your building principal will meet with each of you at the beginning of every school year to discuss your evaluation process in detail and schedule your observations.

Bargaining Units

It is the responsibility of each staff member to be familiar with their individual bargaining unit's written agreement and building representatives. The District abides by the Cape Flattery Education Association (CFEA) and Public School Employees (PSE) bargaining agreements. Any questions regarding bargaining agreements, please contact your building representatives.

Board Policies

In addition to providing a focused academic regime, CFSD employees also meet the responsibility of providing a safe, clean, comfortable environment. Services outside of the classroom lend to the approach of raising the “whole” child. Students are provided transportation to and from school, meals that meet strict FDA nutrition requirements, and counseling services on campus.

Graduation requirements and other instructional policies are defined in the Board Policy manual section 2000. Each Board Policy is posted on the District web page under Board Policies. Updated policies will be posted there when they are revised.

Board Policies dealing with students are included in the 3000 section of the Board Policy Manuals. Each employee is encouraged to review Board Policies when time permits or as a specific question or need arises, in order to guide his /her actions in an appropriate manner.

School Calendar

The School year calendar and school fiscal year are from September through August.

Each spring a calendar is developed for the new school year to begin in September. The calendar is formally adopted at a meeting of the Board of Directors.

The typical school year consists of 180 teaching days plus holidays, winter, and spring breaks. Any unplanned school closure may require that the school year be extended so that 180 teaching days are accomplished.

The District Office, building maintenance, and building custodial departments all continue operations throughout the summer break.

Our [Staff District Calendar \(link\)](#) is accessible through your Google Calendar or you can use the link provided.

Our school calendar can be found here:  CFSD Calendar 2022-2023

Hot Lunch/Breakfast Program

The Cape Flattery School District is participating in a National School Lunch and School Breakfast Program called Community Eligibility Provision (CEP). This program allows all students attending school in person to receive breakfast and lunch at no cost throughout the 2022-2023 school year when school is in session.

The breakfast and lunch program is under supervision of the campus principal. Hot lunch is available to students and employees. Prices are established by OSPI and agreed upon by the school board. For the 2022-2023 school year prices are as follows:

Breakfast Program - Adults \$2.35 Extra milk is .50

Lunch Program - Adults \$4.85 Extra milk is .50

The Family Income Survey Forms may also be downloaded from the district's web page:

<https://www.cfsd401.org/>

Student Handbooks

Clallam Bay and Neah Bay Schools each publish and distribute annually a student handbook. The student handbooks provide comprehensive information regarding:

1. Student rights and responsibilities.
2. School rules
3. School activities

The schools' student handbooks are an excellent resource for information about student conduct, rights and responsibilities and social/ extracurricular activities.

The handbooks can be found on the website at:

<https://www.cfsd401.org/campuses>

Each Employee shall review the student handbook. Questions regarding any aspect of the handbook should be directed to the building principal.

Cape Flattery School District # 401

Board of Directors

Michael J.
Lawrence,
Chairperson
Janine Ledford,
Vice-Chair
Don Baker
LeAnne Fletcher
Leanne Ellis

**Students of
Cape
Flattery
School
District**

Principals

Kris Hanson: CB
Schools

Alice Murner: K-5 NBE

Lucy Dafoe: 6-12 NB

Superintendent Michelle Parkin

Budget,
Curriculum &
Instruction, Staff
development,
Testing, SPED,
Legal, ESSA

District Organization and Operation

The organizational makeup of the District promotes effective communication and an orderly and systematic means for identifying and solving problems.

Staff shall follow organizational patterns in order to provide pertinent feedback that promotes efficiency.

Ground rules for dealing with staff and citizen complaints have also been established in policies 4220 and 5240. In order to resolve problems effectively, procedures for dealing with staff grievances are outlined in the negotiated agreements. Every staff member shall have a copy of the appropriate agreement and follow the procedures outlined.

Principal

Each Building Principal is the administrator of his/ her school. As such he/she is responsible for supervising and coordinating bookkeeping, budgeting, curriculum, extra curricular activities, discipline and coordinating with the District Transportation Supervisor.

Requests for travel and related reimbursement and for purchasing of supplies or equipment shall be directed to the building principal.

The building principal is the direct supervisor of all employees in his/her building. Personnel matters such as training requests, transfer requests, letters of resignation or retirement, and grievances are to be initiated through the building principal.

Permanent student records are maintained by the building principal.

Problems, concerns or ideas that affect the operation of the District should be brought to the attention of the building principal so that matters which affect the overall operation of the District can be reviewed, evaluated and/or improved on an ongoing basis.

Superintendent

The Superintendent is appointed by the Board of Directors. He/She is the chief administrative officer of the District. As such, the Superintendent is responsible to supervise and coordinate the activities of all schools in the District.

The building principals shall meet formally with the Superintendent on a regular basis. At the meetings the administrators and coordinators plan District functions in accordance with established school district policies and procedures.

The Superintendent reviews all leave requests, purchase requests and consultant contracts submitted through the building principals by certified and classified staff.

The Superintendent is the Secretary to the Board of Directors. As such, he/she prepares and distributes agendas and minutes for the meetings of the Board. The Superintendent cooperates closely with the Board of Directors in providing information regarding matters that require Board action.

The Superintendent is also the District's **Title IX Coordinator** and can be reached by mailing the district office (Box 109, Sekiu, WA 98381) or calling (360) 963-2075.

Board of Directors

Five Board Members are elected by the community for four-year terms to direct the operation of the School District. The Board has final responsibility to approve all hiring, termination, resignations, payment of bills and payroll, budget requests, curriculum, facilities and other District matters.

The Board holds regular meetings on the fourth Wednesday of each month alternating between Neah Bay and Clallam Bay. These meetings are open to the public and staff. The formal agenda is made up of the following sections:

- Call to Order/Pledge of Allegiance
- Roll Call
- Introduction of Visitors/Public Questions and Comments
- Adopt Agenda
- Consent Agenda
- School Programs/Presentations
- Professional Discussions (Learning Communities, Review of School Reform, Accountability, Research and/ or District Data)
- Old Business
- Action Items
- New Business
- Personnel Considerations
- Administrators/Board
- Executive Session
- Adjournment

The tentative Agenda and recordings of the Board Meeting Minutes are distributed each month throughout the communities, schools, and are posted on the District Webpage: <https://www.cfsd401.org/>

Current Board Members as of 08/31/2022 are:

Janine Ledford, Vice Chair	District I
Michael J. Lawrence, Board Chair	District II
LeAnne Fletcher	District III
Don Baker	District IV
Leanne Ellis	District V

Cape Flattery District

Office Staffing 2022-2023

Bob Cain - Transportation Supervisor, Facilities Operations and Capital Projects Manager

(360) 640-2325

bcain@cfsd.wednet.edu

Transportation Director

Bus Mechanic

Bus Route Organizer

Bus Driver Training

Capital Projects Manager

Katherine Jordan - Director of Curriculum

360-963-2067

katherine.jordan@cfsd401.org

Professional Learning

Emergency Operations Plans

Special Education

Curriculum and Instruction

LAP

Grants

All Title Programs

CTE

Roxanne Parker - Accounting Clerk

360.780.6532

rparker@cfsd401.org

Accounts Payable/Accounts Receivable

DOR Comp Tax Reporting

Direct Purchasing

Audit Support

Banking

1099 Processing

DOL Fuel Tax Reporting

District Contract Records (Xerox, Postage, ESD)

Tracey Rascon - Administrative Assistant to the Superintendent

(360) 780-6537

trascon@cfsd401.org

Superintendent schedule

School Board-Technical Assistant

Human Resources

District Travel

Safety Team

Teacher Certification

Safeschools/Vector Training

Risk Management Claims

Volunteers

Athletic Coach Certification

Dana DaVeiga, Maintenance and Operations Secretary

(360) 963-2068

dana.daveiga@cfsd401.org

Child Nutrition and Food Services

Community Eligibility Provision (CEP)

Family Income Survey Application Questions

Capital Projects

Small Works Projects

Prevailing Wages

Small Works Roster Applications

Van Requests

Transportation/Operations and Facilities Assistant

Driver's Applications

Bus Driver Activities & Transportation

Maintenance Requests

Custodial Requests

Purchase Order Requests

Faith Tyler - Student Data Manager/Special Education Secretary

(360) 963-2058

faith.tyler@cfsd401.org

Skyward District Contact

Enrollment/Reporting

CEDARS/Student Data/State Reports

Assists with Assessment

Special Education Secretary

IEP Online Administrator

Administer and Monitor Program Security

District Registrar

CEDARS District Administrator

EDS District Data Security Manager

Michelle Smith- Payroll/Benefits

(360) 780-6534

msmith@cfsd401.org

Payroll	Extra-Curricular, Certified, Administrative Contracts
Retirement	Medical/Dental/Vision benefits
CFEA/PSE contractual assistance	Preparing and maintaining Personnel budget
Impact Aid Grant Annual application	Leave Approval Procedures

Heather Korten - Business Manager

hkorten@oesd114.org

Employment Process

1. PRINCIPAL / SUPERVISOR:

- Complete "Vacancy Announcement Request" form
- Forward completed form to the Administrative Assistant to the Superintendent

2. SUPERINTENDENT

- Verifies budgeting of positions
 - If approved, the position is posted on CFSD website
 - Listed internally for 3 days
 - if not filled internally, listed externally until filled
- a) Certified positions are advertised on the District Web-page www.cfsd401.org (Look Under DEPARTMENTS / EMPLOYMENT. Positions are posted and applications are accepted on-line.

Applications are collected on-line and in the district office until closing date.

One day after closing applications will be forwarded to the interview committee.

3. Interview Committee:

(which may be selected by the superintendent or building principal)

- Screens applications -- *Screening Review Sheet*
- Checks references -- *Blank Reference Form*
- Interviews applicants -- *Certificated Interview Packet* or *Classified Interview Scoring sheet*.
- Forward -- *Payroll Status Change* and *Letter of Recommendation* to the Superintendent's Administrative Assistant with all applicant files

4. SUPERINTENDENT

- Acts on recommendation of the Screening Committee
- Approves/Denies
- If approved, mails *Intent to Hire Letter* to candidate
- Places on Board Agenda and takes hiring recommendation(s) to the Board.

5. BOARD OF DIRECTORS

- Receives recommendation of Superintendent for hiring at the very next Board Meeting
- Approves/denies recommendation for hiring at next regular meeting

6. DISTRICT OFFICE

- Receives **official** transcript (not a copy)/verifies teaching certificate
- Receives Verification of Professional Employment from previous employers

- Receives Sexual Misconduct Verification from previous employers
- Performs security screenings, and driver's abstracts if applicable

Upon receipt of all aforementioned documents, then

- Executes contract for certified employees (one or two year provisional contract, depending upon status of employee)
- Employee completes necessary personnel forms:
 - New Employee Info Form
 - W-4: Employee's Withholding Allowance Certificate
 - I-9: Employment Eligibility Verification (within 3 days of hire date)
 - Direct Deposit Enrollment
 - Retirement Enrollment (within 90 days of hire date)
 - Retirement Status Verification
 - Member Information Form
 - Beneficiary Designation
 - SEBB Worksheet/Enrollment (within 31 days of eligibility date)
 - Proof of SARS COV-2 Vaccination

Open positions in Cape Flattery School District are filled per a Board approved employment process as outlined in the previous pages.

As indicated, openings must be identified by the principal and approved by the Superintendent before they are listed.

Advertisements of vacancies and completion of applications are coordinated through the District Office.

After screening of applications, finalists are interviewed. The principal initiates a recommendation to hire that is reviewed by the Superintendent before it is forwarded to the Board of Directors for official action at the next scheduled Board meeting.

Employment Requirements

Nondiscrimination Policy

Cape Flattery School District # 401, its faculty, administration and staff, comply with the spirit of equal opportunity and nondiscrimination. Individuals having responsibility for administering educational programs and activities comply with the district policy and applicable laws that prohibit discrimination. The policies are in accordance with:

1. Title VI of the Civil Rights Act of 1964, requiring that there be no discrimination on the basis of race, color or national origin in the operation of any federally- assisted program.
2. Title VII of the Civil Rights Act of 1964, as named by the Equal Employment Opportunity Act 1972, prohibiting discrimination in employment on the basis of race, color, sex, religion, or national origin.
3. Title IX of the educational amendments of 1972 prohibiting discrimination on the basis of sex in any educational program or activity receiving federal financial assistance.
4. Section 504 of the Rehabilitation Act of 1973 prohibiting illegal discrimination on the basis of handicap in any program or activity that receives or benefits from federal financial assistance

Individuals and organizations who cooperate with Cape Flattery School District # 401 in its provision of contracts, grants, sub-grants, services, programs, or benefits are required to furnish Cape Flattery with written assurance of compliance with provisions of Title IX in the operation of those cooperative programs, projects or services.

Questions or special concerns in this regard should be directed to Superintendent Michelle Parkin who is the District Compliance Officer. She is available through the District Office.

Recruitment

All permanent job openings, classified and certificated, are advertised internally through building principals, as well as externally. All openings are forwarded to the schools and throughout the community for posting in public places.

Applications

Applications for open positions are processed on-line and through the District Office. If no position is open when an application is received, it will be kept on file for one year, to be considered for openings that may occur. After one year, it is necessary for the applicant to re-submit an updated application. Once on file, applicants must submit a written request to have their applications pulled for current vacant positions.

Transfers

Employees wanting to transfer to another school within the district or to another job classification, should first contact their building principal. Transfers of certificated staff are defined by the CFEA agreement.

Hiring

After Board approval, the Building Principal informs the Personnel/Payroll Department in writing of the work schedule (number of hours, days) and the program to be charged for the new hire. (Payroll Status Form)

The new hire is directed to the District Human Resources and Payroll Office to complete an employee orientation which includes the official documentation for their personnel file and enrollment of employee benefits. The Principal or Supervisor will provide the expectations in which their on site duties will be carried out.

Probationary Period

As per CFEA or PSE union agreement and/or State Requirements

Employee Professional Development/Training

Inservice education includes all of the collectively or individually planned experiences that contribute to the professional growth and personal enrichment of each staff member. The intended outcome is increased student learning because of improved teacher skill and knowledge.

The need for effective inservice education is fully recognized. Carefully planned and implemented inservice programs at the local school level are necessary if the schools are to meet the needs of our times.

It is the policy of the District to support inservice training, provide opportunities to attend pertinent conferences and workshops to obtain further education and training.

Certified staff development and training are addressed in the CFEA agreement.

Characteristics of desirable inservice education are as follows:

1. It should be a staff development program that is of practical value to each staff member and the School District.
2. It must be based on the identified needs of the students and the School District.
3. It must be a means of extending skill and knowledge through professional growth activities.
4. It must be ongoing and tailored to the content and process needs of the staff.

Staff interested in in-service programs should contact their Building Principal for procedures to be followed in developing and implementing inservice programs. All in-service programs and arrangements are to be submitted to the superintendent for approval.

Termination of Employment

Certificated staff resignation notices should be in writing and be turned in to the Building Principal before the deadline for contracts is due, unless another arrangement is made with the Superintendent. Contracts go out on or before May 15 of each year and are due back in ten working days. Retirement should be arranged approximately three months before the expected payment day. Contact the District Payroll Office for details.

Classified staff resignation notices should be in writing and should be turned in to the Building Principal at least two weeks in advance. The notice should state the last day the employee intends to work. Retirement should be arranged approximately six months in advance of the anticipated retirement date. Contact the District Payroll Office for details.

District termination of employees will follow the procedures outlined in the appropriate union agreement (CFEA or PSE).

Maintaining Valid Certificate

It is the responsibility of each certificated employee to maintain the appropriate Washington State certificate for their position. Information on the process and requirements for renewing or upgrading your certificate is available on the OSPI website at www.k12.wa.us/certification. The Human Resources Department at the District Office will attempt to send out courtesy reminders of expiring certificates and may also be contacted if you have questions about the process. It is the employee's responsibility to provide the District Office with a copy of their valid certificate prior to the first day of school.

Staff Attendance

Timely and regular attendance is an expectation of performance for all Cape Flattery School District employees. To ensure adequate staffing, and to meet expected student academic outcomes, employees need to report to work every day. Each and every staff member in the district is crucial to the daily success of our students.

In the event an employee is unable to meet this expectation, he/she must obtain approval from their supervisor in advance of any requested absences; this includes late arrival or early departure. Administrators have discretion to evaluate extraordinary circumstances and determine whether or not to count the incident as an absence.

Regular attendance and punctuality are vital attributes for all employees. It is important for employees to attend work regularly and to arrive at work on time, failure to do so detrimentally affects employee morale, disrupts the daily building operations and most importantly severely impacts student performance.

We appreciate you trying your best to be in attendance every day and to adhere to your published work schedule.

The appropriate procedure for requesting leave is in the next section of this handbook.

For those employees who are directly impacted by COVID-19 and require leave, please contact your direct supervisor to begin the process. COVID leave parameters are further detailed in the next section of this handbook.

Employee Benefits

Medical, Dental and Vision Insurance Coverage

The School Employees Benefits Board (SEBB) Program through the Health Care Authority (HCA) administers health insurance and other benefits to all employees in school districts and charter schools, and union-represented employees of educational service districts in Washington. Benefits are provided in accordance with anticipation of your work schedule being at least 630 hours per school year (September 1 through August 31). For additional information contact the District Payroll Office.

Retirement

It is mandatory that contracted employees enroll in a retirement plan with the Washington State Department of Retirement Services (DRS) within 90 days of employment. As this is an irreversible decision that will follow you your entire career in Washington State, new members, please choose your plan wisely. The District Payroll Office has information necessary to make this decision, as well as DRS website: www.drs.wa.gov

Credit Union/Tax Sheltered Annuities

The Washington School Employees Credit Union and tax sheltered annuities can be accessed by employees through a payroll deduction or direct deposit program. Information and applications are available in the District Personnel Office.

Paid Leave

Types, amount of leave available to employees, and further details on each leave category are outlined in the union agreements (PSE and CFEA). Copies of these agreements are available through the Union President, CFSD website or the Building Principal.

Per CFEA Union Agreement:

- Each (certificated) employee shall be granted twelve (12) days of sick leave per year.
- Three days of personal leave will be granted to employees each school year.

Per PSE Union Agreement:

- Each (classified) employee shall be granted ten (10) days of sick leave per year.
- Three days of personal leave will be granted to employees each school year.
- Upon the first (1st) anniversary of the hire date with the School District, each full-time twelve (12) month employee shall be granted ten (10) days of vacation leave per year.

Leave Related to COVID-19:

Employees with COVID-19/Suspected COVID-19:

Employees who have been diagnosed with COVID-19, or are experiencing symptoms of COVID-19 and are seeking a medical diagnosis, may not come to work at a District work site and may access any or all of the following benefits under the terms of the applicable collective bargaining agreement (CBA) or law:

- a. "COVID Leave," so long as the employee has worked on site during the exposure period of fourteen (14) calendar days prior to the notification of exposure, presentation of symptoms,

and/or positive COVID diagnosis. Once an employee tests negative, all following work days the employee is absent are no longer eligible for COVID leave.

Employees caring for someone with COVID-19/Suspected COVID-19 or someone subject to an official quarantine order:

Employees who have a bonafide need to care for an individual who is subject to quarantine because that individual has been diagnosed with COVID-19, or is experiencing symptoms of COVID-19 and is seeking a medical diagnosis

- a. District accrued or donated leave for illness, injury, or emergency
- b. Washington Paid Family Medical Leave (PFML) (eligibility determined by the state).
- c. Family Medical Leave Act (FMLA), (unpaid leave except for continued health insurance benefits).
- d. Unpaid leave of absence for the period of the temporary disabling condition.
- e. Unemployment benefits (eligibility determined by the state).

Requesting Authorized Leave:

The process for requesting leave is as follows:

Step 1: The request for leave must be initiated through a direct conversation with your direct supervisor in person, over email, or via phone call.

- All planned leave requests must be submitted to your direct supervisor **3 days prior** to the day of leave.
- Submitting an electronic leave request, via Skyward, is not an acceptable form of initial notification to your direct supervisor. .

Step 2: After you have requested leave from your direct supervisor, you must record your leave transaction.

- Requests for sick leave and personal leave are submitted via Employee Access in Skyward.
- All other requests for leave, including leave without pay, must be submitted to your direct supervisor via a paper leave slip.

Step 3: The direct supervisor will determine building/staffing needs and approve or deny the request.

- Employee electronic leave requests get routed to their direct supervisor for approval/disapproval immediately upon submission by the employee.
 - ◆ Upon approval, the electronic leave request is then automatically routed to the District Office for processing through payroll.
 - ◆ Upon denial of use of paid leave, and the employee is still absent, the employee will need to fill out a paper leave slip to process leave without pay and submit it to their direct supervisor.

Per the PSE Union Agreement, eligible classified employees will receive an attendance incentive vacation credit stipend in July. In order to request leave and have it authorized so it does not reduce classified employees' vacation credit eligibility, the following must be considered.

Approval/ Disapproval of Vacation Credit

"Employees who take unexcused leave without pay shall be excluded from receiving one day's vacation credit for each unexcused day of leave"

- In the event that an employee has exhausted all paid leave available to them for the year, they may still request leave without pay, but it will be evaluated whether it is excused or unexcused by their direct supervisor.
 - ◆ If the employee still decides to be absent, the direct supervisor will inform them if the absence will be unexcused and counted against their Vacation Credit in a prorated manner.
- If the employee decides that they would like to take the leave regardless of losing Vacation Credit, the direct supervisor will process the paper leave slip as an unexcused absence and forward it to the District Office for processing through payroll.
- The employee can apply for an “excused” absence and maintain their total Vacation Credit by submitting a written request to the Superintendent for consideration within five days of the requested leave.

Extended leaves (a substantial amount of time away from assignment) and leave of absences are requested via a letter to your direct supervisor, who will forward the request to the Superintendent along with their recommendation to be placed on the agenda for the next regularly scheduled Board Meeting.

Maternity/Paternity leave is considered an “extended leave” and must go through Board approval before granted. Please refer to Board Policy 5404 for further details on Maternity/Paternity Leave.

Process for Leave Donations:

Employees may donate accrued sick leave to come to the aid of another employee who is eligible for shared leave under WAC 392-136A. Sick leave includes leave accrued pursuant to RCW 28A.400.300 (1)(b) with compensation for illness, injury, and emergencies.

To be eligible for shared leave, employees must exhaust their accrued leave as provided in WAC 392-136A-040. Specifically, to use leave for an extraordinary or severe illness, injury or impairment, an employee must have exhausted their sick leave.

No employee may receive more than the equivalent of 522 days, unless more time is authorized by the Superintendent, in transferred leave. This shall be transferred and valued on a full-time, day-for-day basis.

Employees must initiate a leave donation request through their respective Union President. The Union President then forwards the employee’s request to the District Payroll Office for disbursement to the entire CFSD staff. The District Payroll Office will distribute leave donation requests, via email, to all CFSD staff within 24 hours of a written request from the respective Union President.

To donate leave to a fellow CFSD staff member requesting leave donations, the staff member must first meet the requirements of WAS 392-136A-035. An employee who has accrued sick leave balance of more than twenty two (22) days is allowed to transfer sick leave to another eligible employee. Employees cannot donate sick leave days that would result in their sick leave accounts going below twenty-two (22) days. If they meet these requirements, the donating employee must fill out a paper leave slip and submit it to the District Office for processing through payroll. Leave donations are not processed unless a signed paper leave slip is sent through the District Office.

Travel

Reimbursement for Travel Expenses

The Cape Flattery School District offers travel reimbursement for official school business. All requests for staff travel must be submitted through the Building Principal/Supervisor. Superintendent or his or her designee must sign off on out of district travel. All travel requests should be **submitted to the Building Principal/Supervisor** as early as possible and **no later than seven calendar days** preceding the trip. **Travel expenses as listed below are reimbursed by completing the Expense Reimbursement Form (Travel Expense Voucher) found on the web page. All travel expenses can be included on one form and must be submitted to the District within 15 business days of return from travel.**

Registration: Registration should be done in advance by requesting a purchase order to be issued. If necessary, a district credit card may be used or the employee may request reimbursement of registration by submitting a receipt.

Lodging: Lodging arrangements should be made in advance through the District Office or the Principal's Office by issuing a purchase order or using an approved district credit card. **Employees are responsible for obtaining a receipt/folio from the hotel and submitting it to the District Office upon their return.** If it is necessary for the employee to pay for the hotel, submit the Expense Reimbursement Form along with a receipt to request reimbursement for the charges. Reimbursement may be limited to the approved government rates for hotel accommodations by location.

Meals: Meals are reimbursed on a per diem rate based on the location of travel. Meal expenses are reimbursable only after the traveler is in travel status for three hours beyond the traveler's regular scheduled working hours for one day. The three hours may consist of hours occurring before, after, or a combination of both before and after the traveler's regular scheduled working hours for the day. To be reimbursed for a meal you also must be in travel status during the entire meal period. Check with the District Office at 360.780.6537 for meal periods and meal rate by location. Submit the completed form including reason for travel, location, dates, leave and return times to the Building Principal for approval and assignment of account.

Meal Reimbursement for non-overnight travel is taxable and will be paid through payroll.

Mileage: The District has several vehicles designated for use by staff for travel. Mileage is reimbursed at the approved government rate currently as follows:

Use of Private Vehicle when District vehicle is available:	\$ 0.31 per mile
Use of Private Vehicle when authorized in advance:	\$ 0.625per mile

Include miles driven on the completed Reimbursement Form and submit it to the Building Principal for approval and assignment of account.

Advance Travel

Travel Advance are available for overnight travel only and must be requested through the District Office **at least one week prior to travel**. The Advance Travel Expense Fund Request is available on the District Web Page and assistance for completing the form is available through the Principal's Office or the District Office. Upon completion of travel, you will need to complete a Reimbursement Form (Travel Expense Voucher) verifying the details of the travel. **Any unexpended advance travel funds must be returned within 10 days**. Additional travel expenses (meals, mileage, lodging, ferry, parking etc.) can be included for reimbursement as well. The amount of the travel advance will be deducted from the reimbursement check. **You must complete the reimbursement form by the 15th of the month following your travel even if you are not requesting reimbursement for any additional expenses.**

Employee forms can be found on the CFSD website <https://www.cfsd401.org/for-staff>

Contact the Administrative Assistant to the Superintendent for help completing the expense or advance travel forms at trascon@cfsd401.org

Expense Reimbursement

The Expense Reimbursement form can be used to request reimbursement for items purchased. **Prior approval** of the Building Principal/Supervisor is a **REQUIREMENT**. Complete the Expense Reimbursement form by opening it from the web page and typing in the requested information. List items purchased in lower right corner under Detail of Other Expenses. Attach receipts for items purchased and submit the completed form with receipts to the Building Principal for approval and assignment of account code. The Principal will forward the approved claim to the District Office to be processed for payment. **Forms should be received at the District Office by the 15th of the month**. Reimbursements are paid through Accounts Payable which is approved at the regular board meeting each month.

Payroll

Payroll information and forms are coordinated through the Principal's Office. Additional time beyond regular duties is only available to certain classifications and requires prior approval by the Building Principal.

Payroll Month/Pay Periods

Most employee timesheets and leave requests are turned in to the campus secretary on the 15th of each month, then sent onto the District office by the end of the day on the 16th. Your supervisor will inform you who to turn your timesheet in to. All hourly pay, including substitutes and extra assignments are submitted and processed based on the pay periods, which run from the 16th of the previous month to the 15th of the current month.

Salary installments, i.e. 1/12th salary payments are based on the payroll month, which runs from the 1st to the last day of the month.

If a person is on extended leave without pay or is separating from employment, the district will process the pay beyond the 15th, the last day of the pay period and will process pay based upon the payroll month.

Pay Rates

There are 3 salary schedules. CFEA Base Salary Schedule for certificated employees, PSE Salary Schedule A for classified employees, and the Extra-Curricular Pay Schedule. Copies of all schedules are available either at the principal's office, the District Office, or the CFSD website.

Certificated substitutes (teachers) are paid a base rate of \$200 per each day that the substitute works more than 4 hours. Certificated substitutes are paid \$100 per day when the substitute works less than 4 hours. In addition to the base rate, certificated substitutes receive a travel allowance for traveling from their residence to the campus as follows: \$40.00 for traveling between Neah Bay and Clallam Bay; \$40.00 for traveling out of district to Clallam Bay; \$50.00 for traveling out of district to Neah Bay. Residences in between Clallam Bay and Neah Bay are determined to be local to one of the communities based upon the school bus routes.

Classified substitutes shall receive the rate of pay of the substitute assignment (the first step of the wage schedule for that position.)

Hours for substitute teachers are recorded on a Certificated-Substitute Timesheet- which includes when the sub worked, whom they subbed for, and the hours worked. Hours for classified substitutes are recorded on a regular timesheet, which includes when the sub worked, whom they subbed for, and the total hours worked. All timesheets are approved by the administrator of the building.

Contractual Employees

For teachers and other certificated staff, the contract and/or status form serve as the necessary paperwork for time reporting. The District shall pay all employees based upon individual preparation, experience, and position pursuant to the "Employee Salary Schedule" contained in the CFEA (Cape Flattery Education Association) Agreement.

There will be three (3) District In-Service days in addition to the 180 school days each year. These days shall be mandatory and shall be compensated at 1/180 of the regular salary according to placement on the salary

schedule. Such days will be paid in the present or immediately succeeding month's paycheck following each day's completion.

Time sheets are required when a certificated staff performs certain eligible tasks as outlined in the CFEA Agreement, including covering another's classroom or attending an in-service outside contractual hours.

The New Certificated Stipend is only for employees new to the District for committing to work in the District, payable on the September payroll.

Pay for contractual work, including extra-curricular assignments, are divided equally over the months between the start of the assignment and the end of the fiscal year (Fiscal year runs September to August).

Non-Contractual Employees

For other, non certificated staff, employees hired after December 1, 2005 shall be paid on a 12-month annualized payroll and shall not be entitled to the grandfather provision (details found in the PSE Union agreement.)

A payroll change form serves as the necessary paperwork for time reporting. The District shall pay all employees based upon individual experience and classification/position, pursuant to the Schedule A contained in the PSE Agreement.

Employee Access

Staff have access to Employee Access via the Skyward system. This program allows the staff member Employee Information, Payroll Information, Professional Development Information, and Time Off (Leave) Information. The log-in can be found on the homepage of the District Website. If you need a username or password, contact the District Office staff for assistance.. For staff already using the Skyward system, your current username and password will allow you access to Employee Access. Click Employee Access from the list at the top right hand side of the main screen.

Requesting Sick Leave and Personal Leave is processed electronically in Employee Access via the Skyward system. In Employee Access, you will have a Time Off tab, and in that Time Off tab, use the "My Requests" link to enter leave requests. Once entered, the request will be sent to the building supervisor for approval. You will be able to track your leave balances, when and if your leave is approved through the Employee Access, Time Off Tab.

Pay Checks and Earnings Detail Statements

Payroll checks are distributed on the last working day of each month. In December, the last working day for the majority of the staff is at the commencement of winter break, so this is an early payroll. It is the only early pay day of the year. **Timesheets are due by December 2, 2022.**

Earnings Detail Statements are what are available to employees participating in payroll direct deposit. They contain all of the details of that month's pay, the same that is found on the stub of a paycheck. Earning Detail Statements will no longer be provided in paper format, and only available online via Employee Access via the Skyward system.

For employees hired after September 1, 2013, monthly pay shall be directly deposited into a bank account identified by each employee.

To enroll:

1. Attach a deposit slip to the Direct Deposit Form (found on the District Web-Page:  Direct Deposit (fillable).pdf)
2. Physically submit Direct Deposit Form to the District Payroll Office.

The process of enrolling in a direct deposit program can happen the 1st month of enrollment if paperwork is received by the 10th of that current month. Direct deposit is available to all staff and substitutes. **No emailed Direct Deposit Forms will be accepted.** A physical form needs to be delivered to the Payroll Office.

Payroll Deductions

Optional payroll deductions are available for many programs such as:

Life, Cancer, Disability, Long-term care, Insurance Premiums

Savings and Loan Payments to Washington School Employees Credit Union

Pre-Paid Legal membership payments

Union Dues Payments to CFEA and PSE

MHA/HUD Payments

Flex Health Care Savings Accounts

And Deferred Compensation Programs (DCP)

Court Ordered Garnishments

Garnishment is a legal process for collecting a monetary judgment on behalf of a plaintiff (collector) from a defendant (employee). When a court order directs that money, usually wages, be seized to satisfy a debt owed by a debtor to a plaintiff creditor, the district is required to withhold certain portions of your pay and send on to the court system. These are mandatory and non-negotiable. They can include Child Support payments and bad debt recoveries. The employee, via court order, may also be charged a processing fee for the garnishment to be paid to the district. **Please be aware that Board Policy 5315 states that disciplinary action, including termination can be taken if an employee receives more than 2 garnishments in a school year.**

Confidentiality

It is the policy of Cape Flattery School District to provide our employees or students with a level of privacy and confidentiality with any information concerning any of our employees or students. In the course of your work, you may have access to confidential information (oral, written or computer generated not otherwise available to the public at large) about employees or students, and their families and /or personal business. School business information includes computer programs, software and supporting documentation, technological improvement plans, strategic plans, financial information and employee information (including but not limited to co-worker and their families).

All staff are required to sign a confidentiality agreement which can be found in the back of this handbook.

Please read, sign and return the Confidentiality Agreement to your Supervisor. You can also find a link to the form here:  Confidentiality Form.pdf

During the employee's work in the School District, there may be occasion to learn things that are confidential or sensitive. It is the employee's obligation to exercise appropriate professional judgment with regard to information about students and employees. You will find the Confidentiality Form in the back of the handbook for your signature and submission to your supervisor. *Never discuss confidential or sensitive information either inside or outside the school where it could be heard by unauthorized persons.*

Code of Professional Conduct for Educational Practitioners

<http://apps.leg.wa.gov/wac/default.aspx?cite=181-87&full=true>

Public Relations

All school employees are viewed by students, parents and community as representatives of the beliefs and policies of the school.

Staff are expected to deal with students, parents, and community in a manner indicating cooperation and respect in a mutual effort to provide the best possible education to students.

Information and communication is critical to good public relations. Teachers, classified staff, and administrators need to keep parents informed regarding students' progress and disciplinary issues.

The Board of Directors holds regular monthly meetings (4th Wednesday) which are open to staff and community. Time is set aside on the agenda to deal with communications and requests from the audience. Following the meetings of the Board of Directors, the "Board Minutes" outlining actions taken at the meeting, are distributed to the schools and communities.

The Superintendent has an open door policy for staff and community. Appointments to meet with the Superintendent can and should be scheduled through the Secretary to the Superintendent by email at trascon@cfds401.org

Specific policies regarding Community Relations are included in the 4000 section of the Board Policy Manual available in the Building Principal's Office.

The CFSD uses "Parent Square" as our primary communication tool for our families and community. At the beginning of each school year your building level "Parent Square" contact:

Neah Bay Secondary: Sara Parker: sparker@cfds401.org

Neah Bay Elementary: fdulik@cfds401.org

Clallam Bay School: ahull@cfds401.org

Will introduce this platform to you and provide training so that you may begin using it as a communication tool for your families. For a full description of how Parent Square works please go to: <https://www.cfsd401.org/for-parents/>

Solicitation

All solicitation must first be cleared with the Building Principal.

Solicitation of students will be administered as follows:

- A. It is the policy of the Board that the schools may not be used for advertising purposes by any community or non-school agency without the approval of the Board.
- B. The Superintendent may cooperate in furthering the work of any nonprofit community-wide social service agency provided such cooperation does not infringe on the school program.
- C. The Superintendent may also authorize the use of educational materials with the advertiser's name if in his or her judgment the materials are valuable to the education of the children and promotional aspects are not obtrusive.
- D. Teachers shall not permit advertising to be distributed to the pupils at the school nor should they make announcements of outside events unless cleared with the Principal or Superintendent.

Safety

Safety policies and procedures are established and reviewed by the District Safety committee composed of employee representatives, Building Principals, and the Superintendent. Building Principals will provide staff with the Safety Plan which is for internal use only.

In the event of an accident potentially or actually resulting in staff or student injury, the supervisor/building administrator should be notified immediately. He/she will then institute the process outlined in the “safety program” manual. Accidents, no matter how minor, are to be reported to the supervisor within 24 hours.

As an employee of the Cape Flattery School District, you are responsible to:

1. Observe all district safety and health rules and apply the principles of accident prevention in your day-to-day duties.
2. Report any job-related injury, illness or property damage to your supervisor and seek treatment promptly.
3. Report hazardous conditions (unsafe equipment, floors, material) and unsafe acts to your supervisor or Safety Committee representative promptly.
4. Observe all hazard warning and no smoking signs.
5. Keep aisles, walkways and working areas clear of slipping / tripping hazards.
6. Know the location of fire/safety exits and evacuation procedures.
7. Keep all emergency equipment such as fire extinguishers, fire alarms, fire hoses, exit doors, and stairways clear of obstacles.
8. Not report to work under the influence of alcoholic beverages or drugs nor to consume them while on school district property. School district property includes any school building or any school premises (rented or owned used for school functions) and any school- owned vehicle used to transport students to and from school or school activities.
9. Refrain from fighting, horseplay, or distracting your fellow workers.
10. Remain in your own work area unless you are instructed otherwise.
11. Operate only the equipment for which you are authorized and properly trained. Observe safe operating procedures for this equipment.
12. Walk at all times on school premises (no running) and take no unauthorized short cuts.
13. Follow proper lifting procedures at all times.

14. Ride as a passenger in a vehicle only if it is equipped with a rider's seat and seatbelt.
15. Be alert to see that all guards and other protective devices are in their proper places prior to operating equipment.
16. Not wear frayed, torn or loose clothing, jewelry, or long unrestrained hair near moving machinery or other sources of entanglement or around electrical equipment.
17. Actively support and participate in the school's efforts to provide a safety and health program.

Nearly all workers in Washington are covered by industrial insurance for job-related injuries, diseases, or death. This insurance is designed to cover medical expenses and to partially make up for wages lost while a worker is recovering from work-related injuries.

While most employers purchase insurance from the Department of Labor and Industries' workers' compensation benefit program, your employer is self-insured. A self-insured employer is one who has adequate resources to cover the costs of an on-the-job injury. You will work with your employer- rather than Labor and Industries to file your claim for benefits. Knowing how the system works is important.

**Employees of Self-Insured Businesses: A Guide to Industrial Insurance Benefits*

School Equipment

All employees shall be responsible for all school equipment and the following should be observed:

1. Report all damages and repairs needed to Maintenance through the Building Principal.
2. Employees that require school equipment for their instruction location outside of the classroom, should first notify their supervisor of the request and complete required check out documentation.
3. Employees observing a misuse of equipment should provide assistance and/or report the incident to their supervisor or Building Principal so that proper instructions can be provided.

Mandatory Trainings

State Law requires all school staff to attend mandatory training annually. Each year, districts struggle on when and how to best hold such training sessions. These trainings include such topics as: sexual harassment, blood borne pathogens, asbestos awareness, bullying, child abuse, bus safety, kitchen safety, and conflict management.

In order to best streamline the process and ensure compliance, Cape Flattery School District will begin using the SafeSchools Module. The SafeSchools Module is an online safety training program for school employees.

Each employee will have an individual log in. Each staff member will see a list of required training that they will need to complete on-line. The modules are usually 20-60 minutes in length. Some have quizzes at the end of them.

To log in go to this internet address:

<http://capeflattery.wa.safeschools.com/login>

Your username will be your e-mail address

Your password will be the first 5 letters of your login

The system will track the completion of each staff member's required training modules.

Happy Training ☺

Asbestos Notification

In compliance with the Asbestos Hazard Emergency Response Act (AHERA), a copy of the Cape Flattery School District's Asbestos Management Plan is available in the main office of each district building. In addition, a master copy of the plan is available at the Cape Flattery School Dist. Office 13 193 Hwy 112 Sekiu, WA 98381. Questions may be directed to Michelle Parkin 360-963-2075 or Bob Cain 360-963-2083.

Pesticide Notification, Posting and Record Keeping Requirements

The District shall comply with all legal requirements for record keeping regarding the application of pesticides to school grounds or school facilities. This includes creation of an annual summary report of pesticide usage and compliance with state department of agriculture rules regarding record keeping. Such records will be available on request by interested persons under the state Public Records Act and other laws.

Procedure 6895 shall be printed and distributed annually in employee handbooks and student handbooks to employees, students and parents at the start of the school year or when an employee begins work or a student enrolls.

At least 48 hours before the application of a pesticide to school facilities or school grounds, the District shall notify parents and staff of the planned application in writing, including the heading, "Notice: Pesticide Application." This notice shall be posted in a prominent place in the building office in addition to being provided to parents and staff. This pre-notification is not required if the school grounds or facilities will not be occupied by students for two days following the application of the pesticide. If the application is not made within 48 hours of the notification, another notification shall be made prior to the application. This pre-notification is not required in the case of any emergency application of pesticides to a school facility, such as an application to control stinging pests, but full notification shall be made as soon as possible after the application.

Following the application of a pesticide to school facilities (structures and vehicles) a sign shall be posted at the location of the application. The notice shall be at least 8.5 x 11 inches in size, shall include the heading, "Notice: Pesticide Application," and shall state the product name; date, time and specific location of the application; the pest for which the application was made; and a contact name and telephone number. The notice shall remain posted for 24 hours, or longer if required by the label of the pesticide.

Following the application of a pesticide to school grounds notice shall be posted at the location of the application and at each primary point of entry to the grounds. The notice shall be at least 4 x 5 inches in size and state that the landscape recently has been treated with a pesticide and provide a contact name and telephone number. The notice shall remain posted for 24 hours, or longer if required by the label of the pesticide.

These notices are not required for the application of antimicrobial pesticides (substances used to sanitize or disinfect for microbial pests: viruses, bacteria, algae and protozoa). These notices are not required for the placement of insect or rodent bait that are not accessible to children.

PLANNED USAGE OF PESTICIDES

Cape Flattery School District may use a Round-Up type of Pesticide for weed control once a year along fence lines. If this pesticide is used it will be applied during the summer months when students and staff are not present.

SKYWARD

Attendance/Electronic Grade books

All teachers will be required to use the selected electronic reporting system for attendance and grading. That system is the Skyward Student Information System (also referred to as Educator Access). Elementary teachers will take attendance through this system. High School Teachers will be required to track attendance and use the grade book portion of the system as well. No other third party software will be supported, nor should it be used. All teachers are required to attend the trainings needed to ensure sufficient use of educator access.

Teachers can access the Skyward Educator Access Home Page at the following address:

<https://www2.wrdc.wa-k12.net/scripts/cgiip.exe/WService=wcapefls71/seplog01.w>

Teachers will have their own usernames and passwords. These are to be kept confidential and not shared with other staff and definitely not students!

Grade book reports/assignment reports/and student progress reports shall be printed and submitted according to local school policy and or principal request.

Check with your local school building secretaries for grading timelines.

Family Access

Family Access is a web-based program for parents and guardians. It allows parents to see certain data contained in the District's Student Information System, such as student demographic information, schedules, attendance, test scores, graduation requirements and food service information. Parents will also be able to see grade book assignments if their students are in middle or high school. Administrators and Teachers should use caution when entering comments in either the grade book or in the discipline sections of Skyward.

Family Access also contains a Message Center- where messages can be placed from teachers, administrators or district staff.

Please note, Family Access should not be used as the only means of communication with guardians. It is meant to enhance, not replace, current procedures for parent/guardian communication.

Student Access

Student Access is similar to Family Access- only it is used for Students. It allows students to see certain data contained in the District's Student Information System, such as demographic information, schedules, attendance, and food service information. It also will allow students to see their grades through the grade book. Students will be able to track any assignments or missing assignments as well. Teachers and staff should make sure all assignments have the checkmark next to "post to student access" CHECKED. This will allow the student to see all of the assignments. Please ensure that both "Post To" boxes are checked so that parents see the same assignments as their students see.

TECHNOLOGY

Cape Flattery School District

Tips for Successful Virtual Meetings with Zoom

1. Send an agenda to everyone before the meeting.
2. Make one person the moderator of the meeting.
3. One person takes notes on a shareable doc.
4. Mute your mic when you are not speaking.
5. Use the chat to ask questions and share resources.
6. Moderator calls on people to unmute their microphones.
7. Make a copy of the chat transcript before closing.
8. If using video, look at the camera, not the screen.

Network and Internet Use Agreement

Internet access is available through the Cape Flattery School District network to students and teachers in the District. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation and communication.

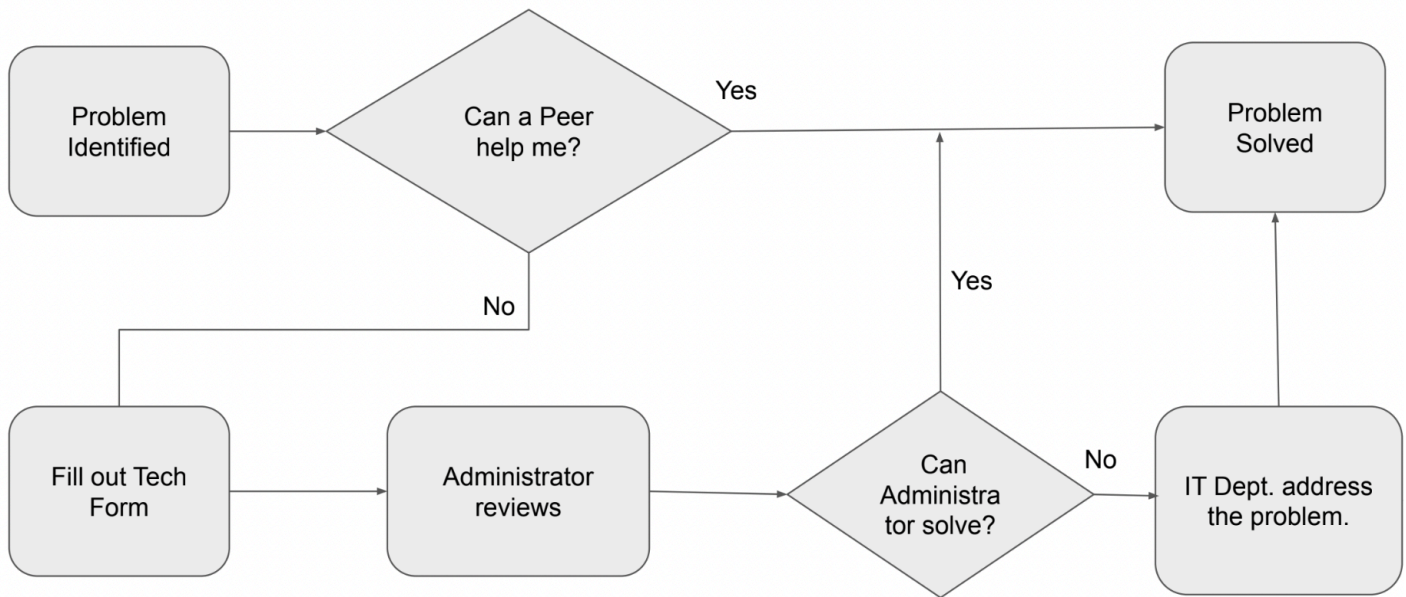
Network and Internet access requires efficient ethical and legal utilization of network resources. If a district user violates any of these provisions, his or her access will be terminated and future access will be denied. The signature(s) at the end of this document is (are) legally binding and indicate(s) the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Terms and Conditions

- 1) Acceptable Use- the use of your access must be in support of education and research and consistent with the educational objectives of the District. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. Use of commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.
- 2) Privileges- Network and Internet access is a privilege, not a right, and inappropriate use may result in a cancellation of access privileges. (Each student who receives access will participate in a discussion with a District faculty member pertaining to the proper use of the network.) The District and Network administrators will determine what is inappropriate use and their decision is final. Also, the network administrators may withdraw access at any time as required. The administration, faculty and staff of the District may request the network administrator to deny, revoke, or suspend specific user access.

- 3) Network Etiquette- You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
- a) Be polite. Do not become abusive in your messages to others.
 - b) Use appropriate language. Do not swear, use vulgarities or other inappropriate language.
 - c) Do not reveal your password, personal address or phone number or those of any students or District staff.
 - d) Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.
 - e) Do not use the network in such a way as to disrupt the use of the network by other users.
 - f) All communications and information accessible via the network should be assumed to be private property.
- 4) Warranties- The District makes no warranties of any kind; whether expressed or implied, for the service it is providing. The District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non- deliveries, mis- deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- 5) Security- Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the network or the Internet, you must notify a system administrator or building administrator. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to log-on to a network as a system administrator will potentially result in disciplinary action and cancellation of Network Internet privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the CFSD network and the Internet.
- 6) Vandalism- Vandalism will result in cancellation of Network and Internet access privileges. Vandalism is defined as any malicious attempt to harm or destroy equipment, data of another user, Internet resources, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.
- 7) Questions or Concerns- Please contact the Principal of your school.

Technology Issues



A digital Technology Help Request form will be coming out soon.

Keep these pages for future reference.

See Board Policy 2022 Electronic Information, 2023 Digital Citizenship and Media Literacy and 2023B Checklist for Digital Citizenship, Media Literacy, Electronic Information and Resources for further information (Appendix H, I and J).

Van Driver Training

The District has several motor pool vehicles that can be used by school employees, when traveling on district business (including workshops, meetings, and required out of district training). A valid driver's license is required to drive the van for such purposes.

However, additional requirements are mandatory if an employee is transporting students, regardless of the travel time or destination. In order to transport students, a staff member must complete the following (annually):

- ☐ Van Driver Training Course (series of on-line courses done through Safe Schools)
- ☐ Must have a valid First Aid Card
- ☐ Medical Statement for Type II drivers
- ☐ Disclosure Form
- ☐ DOL Driver's Abstract (form signed by staff member, submitted by district)
- ☐ Submit a copy of current and valid Driver's License

The paperwork and online training is required every year. Please take care of completing the paperwork in plenty of time, as the DOL is allowed up to 6 weeks to process driving abstracts. Staff will not be allowed to transport students in district vehicles until abstracts have been received and approved.

Please notify the transportation department of any mechanical problems as soon as possible. The transportation department can be reached at (360) 640-2325 or the main District Office line at (360) 963-2068.

Mileage Logs are in each vehicle. Please complete all requested information on the log sheet. These mileage sheets are used to determine regular maintenance schedules and they ensure accurate reporting for auditing purposes. Completion of these logs is not an option. Please record not only your destination, but also the reason for your trip.

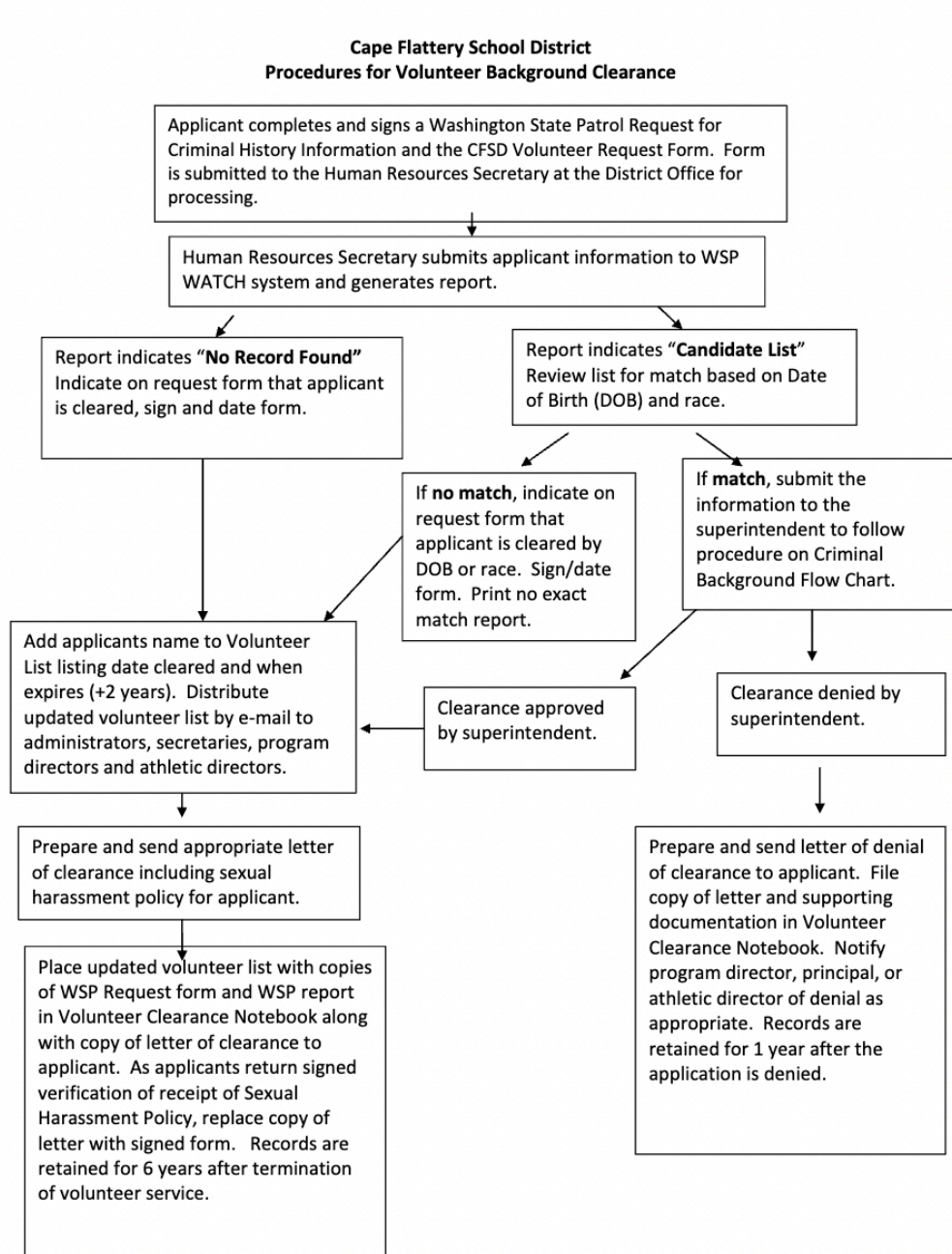
Your help in completing them accurately is greatly appreciated.

Volunteer Process and Flowchart

The Cape Flattery School District encourages and welcomes volunteers. Volunteers can add richness, depth and variety for our students. All volunteers must complete the CFSD Volunteer Registration Form and the Washington State Patrol Criminal background check form. These forms can be found here:

[PDF Volunteer Forms.pdf](#) or ask your supervisor for the forms. The information flow chart can we found here:

[PDF Volunteer Clearance Procedure Flowchart.pdf](#)



Identifying and Prohibiting Boundary Invasions

Since it may not be possible to determine whether boundary invasion behaviors are in fact sexual grooming until it is too late, boundary invasion behaviors engaged in by school employees, which are inappropriate or have questionable educational benefit, are prohibited.

The purpose of this Directive is:

- to protect the safety and welfare of students and school personnel;
- to identify and enforce a standard of conduct for district employees and volunteers also deemed code of ethics;
- to provide direction in the reporting and investigation of violations to the code of ethics;
- to provide for disciplinary proceedings in conformity with district progressive discipline policy to address inappropriate conduct by district employees, and volunteers.

Violations of code of ethics includes but is not limited to: behaviors, gestures, expressions, communications, or a pattern of communication with a student that are unrelated to the educator's job duties and which may reasonably be interpreted as encouraging the student to form an unhealthy or exclusive emotional attachment to the educator, including statements of love, affection or attraction or adoption of educator's personal belief systems, etc.

“Boundary invasion behaviors” include, but are not limited to, the following conduct by school employees in relation to students:

- Taking an undue interest in a student (i.e., having a "special" friend or a “special relationship” with a particular student).
- Favoring certain students by giving them special privileges.
- Intentionally allowing the student to get away with inappropriate behavior.
- Giving gifts or money to the student.
- Engaging in peer-like behavior with students.
- Touching students for no educational or health reason, i.e. being overly “touchy”.
- Hugging, kissing, or other physical contact including when the student does not want this attention.
- Having personal secrets with a student.
- Initiating or extending contact with students beyond the school day and school approved activities.
- Taking the student on outings, away from protective adults, including personal outings.
- Visiting the student's home without supervisor's approval.
- Inviting individual students to the teacher's personal home.
- Being alone with the student behind closed doors at school.
- Talking to the student about the educational practitioner's personal problems.

Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job to do so.

- Engaging in talk with students containing sexual innuendo or banter.

- Telling sexual jokes to students.
- Talking with a student about sexual topics that are not related to a specific curriculum.
- Showing pornography to the student.
- Giving students rides in staff member's personal vehicle.
- Using e-mail, text-messaging, social networking sites, or instant messaging to contact and/or discuss personal topics or interests with students.
- Invading the student's privacy (e.g., walking in on the student in the bathroom).
- Or any combinations of the above or similar conduct.

When evaluating whether communications constitute inappropriate boundary invasion, District administration may consider the following:

- the nature of the communications;
- the timing of the communications;
- the extent of the communications;
- whether the communications were made openly or secretly;
- the extent that the educator attempts to conceal the communications;
- if the educator claims to be counseling a student, the District may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate law enforcement agencies; and
- any other communications tending to show that the educator solicited a romantic relationship with the student;

If it is determined that an employee or volunteer engaged in or solicited any prohibited acts, including but not limited to inappropriate boundary invasion, sexual contact or romantic relationship, with a student or minor as defined in this directive, the employee will be subject to immediate discipline.

Consideration;

The following factors may be considered in seeking, proposing, or making a decision under this directive:

- the seriousness of the violation;
- whether the misconduct was premeditated or intentional;
- attempted concealment of misconduct;
- prior misconduct;
- if this demonstrates a repeated pattern or is it a single event
- whether the sanction will deter future violations; and
- any other relevant circumstances or facts.

Budgeting

The budget process runs in line with the seasons. Budgeting for the new school year begins early in the current school year to allow sufficient time for staff input and planning. During the school year, budget changes may be accomplished by moving budgeted expenditures from one account code area to another within the same fund. These changes must be justified and approved by the Superintendent.

FALL BUDGETING:

- Superintendent gathers enrollment information from the first several months of school. Meetings are arranged with parent committees, IPP committee, and administrators to begin the process for budgeting for the next school year.

WINTER BUDGETING:

- In February, staff begins the planning process with each Building Principal and Superintendent. Predicted needs and resources are evaluated. Staff assignments are reviewed and adjusted. Capital equipment needs are identified and prioritized.
- Final input regarding staffing and other expenditure budgets are due in the District Office along with the total plan of service.
- The Board of Directors reviews the preliminary budget.
- The budget figures are updated if required by new legislation or special funding.

SPRING BUDGETING:

- In March, Principals/staff/site councils continue the budget planning process. Data regarding needs and resources are refined. Staffing review and capital equipment requests continue to be evaluated.
- In April final A.S. B. Fund Budgets are due to the District Office by the last working day in April.
- The General Fund Budget process continues as in March.
- In May any reduction in force for the future school year must be instituted by May 15.

SUMMER BUDGETING:

- June: The final budget is taken to the Board of Directors meeting for formal adoption.
- July: The final budget as adopted is forwarded to the O.E.S.D. and to O.S.P. I. For approval for the school year that begins in September.

School Year

During the school year, budget changes may be accomplished by moving budgeted expenditures from one account code area to another within the same fund. These changes must be justified and approved by the Superintendent.

Grant Process

From time to time staff may encounter a grant opportunity. Grants are encouraged! There are steps and processes that must be followed:

Here are the steps you need to take for success

1. Discuss with your administrator/supervisor
2. Administrator/supervisor will request approval from CFSD Grant Coordinator: Katherine Jordan:
katherine.jordan@cfsd401.org
3. Grant Coordinator will review grant application, compliance requirements, timelines etc.
4. Grant Coordinator will notify CFSD business manager/AP department/Superintendent to review accounting procedures/budget capacity etc.
5. Upon approval from:
Grants Coordinator
CFSD Business Manager
Superintendent

You may now submit your grant... please retain all documentation and submit copies including any backup documentation to CFSD Grant Coordinator

Schedule a meeting with grant coordinator when approved or denied for next steps

**** make sure all impacted departments are notified and have the necessary documentation ****

Applications for all local, State, and Federal grants must be approved through the Grant Coordinator, Katherine Jordan prior to applying for funding. A copy of the full grant application including a brief summary of the purpose, amount requested and the name of funding agency must be submitted to at least 14 days before the submission date, including any matching requirements, reporting requirements, and/or attestations. Once the application is approved through the District Office it may be submitted to the granting organization.

Purchasing and Accounts Payable: Click on the link below

[Purchasing Process](#)

APPENDICES

- A. Glossary of Terms
- B. Employee Benefits
- C. List of Administrators and Support Staff
- D. Board Policy 5012 Sexual Harassment
- E. Board Policy 3207 Prohibition of Harassment, Intimidation, and Bullying
- F. Board Policy 5201 Drug Free Schools, Community and Workplace
- G. Board Policy 5253 Maintaining professional Staff/Student Boundaries
- H. Board Policy 2022 Electronic Resources and Internet Safety
- I. Board Policy 2023 Digital Citizenship and Media Literacy
- J. Board Policy 2023B Checklist for Digital Citizenship, Media Literacy, Electronic Resources and Internet Safety

APPENDIX A -Glossary of Terms

Building Principal – the principal or vice principal of each of the schools:
Clallam Bay K-12 and Neah Bay K-5 and Neah Bay 6-12.

Campus Principal - the principal of each campus: Clallam Bay K-12 and Neah Bay K-5 and Neah Bay 6-12 principals.

CFEA – Cape Flattery Education Association. Certificated employees union.

Certificated Employees – an employee in any position requiring State of Washington certification. Includes teachers, counselors, librarians, principals, and superintendent.

Classified Employees – an employee in a position not requiring certification. Including para-educator, bus driver, clerical, food service, custodial and maintenance.

District Office – Cape Flattery School District Office. Includes the Superintendent and his /her office personnel.

F.T.E. – Full time equivalent. Used in budgeting staff and for determining eligibility for benefits.

For teachers, one F.T. E. equals 7.5 hours per day, 180 days or 1,350 annual hours.

For Classified employees, one F.T.E. equals 8 hours per day, 260 days per year or 2, 080 hours.

For Classified Medical Benefits- one F.T.E. equals 8 hours per day, 180 days per year or 1,440 annual hours.

O.E.S.D. – Olympic Educational Service District. E.S.D. 114 serves as a mediator between the Superintendent of Public Instruction and the Cape Flattery School District. There are nine E.S.D.'s in Washington State. Each serves several school districts.

P.S.E. – Public School Employees. Classified employees union.

S.P.I. – State of Washington Superintendent of Public Instruction.

Temporary Employee – A certificated employee hired for one school year or less. A classified employee hired to fill a position of a regular employee not on pay status, but on extended leave with a commitment to return to the position.

APPENDIX B – EMPLOYEE LEAVE

Sick Leave: Each staff member receives 10 days of sick leave at the beginning of the school year. The balance of unused sick leave gets carried forward and added to next year's allotment and may eventually be converted to cash under the health incentive provisions of your union agreement. New employees receive a prorated amount of days if they start later in the year.

Vacation/Annual Leave: Only 12-month staff earns vacation leave. 12-month staff includes most maintenance/custodial staff and most District Office staff. Unlike other leaves, vacation is not "front-loaded". Employees must go their first 12 months without any vacation leave. Earned days are then given upon their hire date anniversary.

Personal Leave: *Certificated and Classified:* 3 days per year. Personal Leave cannot be used during the first two weeks of school, to extend a vacation or to extend a weekend. Substitutes must be available and no more than 2 employees per building can be on personal leave on the same day. *Classified:* This is interchangeable with emergency leave, classified staff receive 3 days of personal **or** emergency leave. Personal Leave cannot be granted for reasons associated with earning extra compensation. Up to 2 days of *unused* personal leave will accumulate to sick leave carry forward balance.

Emergency Leave: *Certificated:* Up to 2 days shall be granted and deducted from sick leave. Emergency must be a problem where pre-planning was not possible.

Bereavement Leave: *Certificated:* Up to 5 days for absence caused for the death of an employee's child, spouse, step-parent, grandparent, grandchild, sibling, parent-in-law, or significant other living within the employee's immediate household. Such leave may also be granted for **serious** illness of an employee's child, spouse or parent. One day may be granted by the Superintendent for special relationships on a case-to-case basis, provided the absence is deducted from sick leave and substitutes are available. *Classified:* Up to five days for the death of an employee's child, spouse, step-parent, grandparent, grandchild, sibling, parent-in-law, legal dependant, siblings-in-law, step-siblings, and aunt or uncle.

Family Illness Leave: *Certificated:* May use accrued sick leave or personal leave to care for a child with a health condition that requires treatment or supervision, or a spouse, parent, parent-in-law, or grandparent with a serious health condition. *Classified:* May use accrued sick leave to care for a child, step-child, spouse, parent, etc. with a health condition that requires treatment or supervision.

Jury/Judicial Leave: In the event an employee is summoned to serve as juror or appear as a witness in court for the District or is summoned as a co-defendant with the District, such employee shall receive a normal day's pay for each day of required presence in court; provided, however, that any compensation received for such service from the court shall be paid to the District (does not include mileage compensation). A copy of your court summons must be attached to your leave slip. In the event an employee is a party in a court action not related in support of the District, such employee may request a leave of absence.

Military Leave: Military Leave shall be granted in accordance with the law. Military Orders must be attached to leave slip. Expected length of absence and estimated return date should be on the leave slip, when possible.

APPENDIX C - District Administrative Office

Michelle Parkin	Superintendent
Katherine Jordan	Director of Curriculum
Tracey Rascon	Administrative Assistant to the Superintendent
Michelle Smith	Payroll & Employee Benefits
Roxanne Parker	Accounts Payable / District Bookkeeper
Dana DaVeiga	Capital Projects/Operations & Facilities/Transportation/Food Service
Faith Tyler	Student Data Manager/SPED Secretary
Bob Cain	Transportation Manager Capital Projects Manager

Clallam Bay Office

Kris Hanson	Principal
Amanda Maines	Secretary
Amber Hull	Secretary

Neah Bay School Office

Lucy Dafoe	6-12 Principal
Alice Murner	K-5 Principal
Christen McGimpsey	Campus Secretary
Fallon Dulik	Elementary Secretary
Sara Parker	Secondary Secretary

APPENDIX D

Board Policy

BP 5012 (formerly BP 6590)

Personnel

Board Policy 5012: Sexual Harassment of District Staff Prohibited

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 or school training held elsewhere.

Definitions

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 communication that interferes with an individual’s employment performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes 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. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps

to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or other third parties involved in school district activities. 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 and False Allegations

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.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.

Cross References: 3205 – Sexual Harassment of Students Prohibited
3207 - Prohibition of Harassment, Intimidation and Bullying

3210 –Nondiscrimination
3211 – Transgender Students
3240 - Student Conduct
3421 - Child Abuse, Neglect and Exploitation Prevention
5010 - Nondiscrimination and Affirmative Action

Legal References: RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
WAC 392-190-058 Sexual harassment
[20 U.S.C. §§ 1681-1688](#)

Management 2015 – July Policy Alert
Resources: 2014 - December Issue
2010 - October Issue

Adoption Date: **01/24/2001 REVISED / (Renumbered : 11/2011) 12/2014, 7/2015**
Cape Flattery School District

BP 5012
Personnel

Procedure Sexual Harassment of District Staff Prohibited

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Notice

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook.

In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at [*insert address of district administrative office*].

Staff Responsibilities

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the [*insert title of appropriate district employee(s)*] for evaluation. The [*insert title of appropriate district employee(s)*] should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment .

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to [*insert Title IX Coordinator's name and contact information*]. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an

investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating staff persons; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent or guardian, or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

- **Filing of Complaint** All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator, [insert name/title] at [insert office address, telephone number and e-mail address]. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further

investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.

- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two -Appeal to Board of Directors

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendents or designee's written decision, the complainant may appeal the decision to the district board of directors , by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be

voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the

superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Management 2015 – July Policy Alert
Resources: 2014 - March Issue

Cape Flattery School District- Revised 1/2015, 7/2015

APPENDIX E

Board Policy

BP-3207

Students

Board Policy 3207: Prohibition of Harassment, Intimidation and Bullying

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, “Harassment, intimidation or bullying” means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when the act:

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

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

This policy recognizes that ‘harassment,’ ‘intimidation,’ and ‘bullying’ are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

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

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

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

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References: 2161 – Special Education and Related Services for Eligible Students
 3200 - Rights and Responsibilities
 3210 - Nondiscrimination
 3211 - Transgender Students

 3241 - Classroom Management, Corrective Actions Or Punishment

Legal References: RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee

2019- August Policy Alert
2019 - July Policy Issue

Management
Resources: 2010 - December Issue
Policy News, April 2008 Cyberbullying Policy Required
Policy News, April 2002 Legislature Passes and Anti-Bullying Bill

Adoption Date: May 29, 2002
Cape Flattery School District
Revised : 6/30/2008 5/25/2011, 12/2014, 1/2015, 07/19

Cape Flattery School District

Harassment, Intimidation, and Bullying Reference Sheet

WHAT DO I DO?

- Report
- Document
- Report

WHO DO I CONTACT?

- Your building or district administrator or supervisor

The Board of Directors of Cape Flattery School District is firmly committed to having a safe, civil, and positive educational and work environment that encourages respect, dignity and equality for students, patrons, parents/guardians, applicants, volunteers, contractors and employees.

STATE LAW AND DISTRICT POLICY

In 2002, Washington adopted a law prohibiting harassment, intimidation and bullying in Washington Schools. In 2007, Washington amended the law to include electronic forms of harassment, intimidation and bullying.

Note: This law is student to student. However, all employees are expected to treat other adults with respect, professionalism, and civility.

What is harassment, intimidation and bullying? Simply put, harassment is a repeated negative behavior that takes advantage of another person. The negative behavior may involve physical violence, name-calling, shunning, shaming, threatening, and/or cyber-bullying. Hitting, name-calling, shunning, and shaming are all forms of bullying.

What is Cyber-bullying? Cyber-bullying is bullying using electronic devices to initiate repeated negative behavior towards another person. Electronic name-calling, shunning and shaming are all forms of cyber-bullying. So are spreading rumors, gossiping and making threats online. Schools are permitted to discipline students who engage in cyber-bullying if it disrupts the orderly operation of school.

To restate- for an action to be considered, it needs to meet the following definition:

Harassment, intimidation, or bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

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

4. Has the effect of substantially disrupting the orderly operation of the school.

WHAT IS MY ROLE?

Report – Document – Report

Statutes/Regulation/District Policies

RCW 28A.300.285- Harassment, intimidation, and bullying prevention policies.

RCW 28A.600.480- Harassment, Intimidation, Bullying Law- Reporting of harassment, intimidation, or bullying- Retaliation prohibited.

RCW 28A.635.090-Interference by force or violence-Penalty

RCW 28A.635.100- Intimidating any administrator, teacher, classified employee, or student by threat of force of violence unlawful- Penalty

District Policies 3207: Prohibition of Harassment, Bullying & Intimidation;

01/12

Cape Flattery School District # 401 does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, 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 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries concerning Title VI, Title IX and Section 504, may be referred to the Coordinator for the Office of Civil Rights, Cape Flattery School District # 401, Box 109, Sekiu, WA 98381, or phone (360) 963-2329, or the Office of Equity Education, Superintendent of Public Instruction, Old Capitol Building, P.O. Box 47200, Olympia, WA 98504, or phone (360) 753-2560. You may also contact the Pacific Region Office for Civil Rights, Seattle Office, US Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099 or phone (206) 220-7900 TDD (206) 220-7907

APPENDIX F

Board Policy

BP 5201

Personnel

Board Policy 5201: Drug-Free Schools, Community and Workplace

The board has an obligation to staff, students and citizens to take reasonable steps to provide a reasonably safe workplace and to provide safety and high quality performance for the students who the staff serve.

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.

Prohibited Behavior

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

- A. 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.

- B. 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.
- C. 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.
- D. 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 [insert district department/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 it the district deems appropriate.

Cross References: 5280 – Separation from Employment
 4215 - Use of Tobacco, Nicotine Products and Delivery Devices

Legal References: RCW 69.50.435 Violations committed in or on certain public places or facilities —
 Additional penalty — Defenses — Construction — Definitions
 41 U.S.C. 8103 Drug Free Workplace Requirements for Federal Grant Recipients
 21 U.S.C. 812 Controlled Substance Act
 20 U.S.C 7101-7117 Safe and Drug-Free Schools and Communities Act [as amended
 by Title IV – 21st Century Schools]

Management Resources: 2015- December Issue
 2013 - February Issue
 2011 - December Issue
 Policy News, February 1999 Bus drivers still tested for marijuana

Adoption Date: **01/24/2001**: REVISED **1/2005, 10/28/2009, 1/2012, 5/2013 , 12/2015**

APPENDIX G

Board Policy

BP 5253

Personnel

Board Policy 5253: MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Purpose

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms “district staff,” “staff member(s),” and “staff” also include volunteers.

General Standards

The board expects all district staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

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

District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member’s duties in the district. Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member’s conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, district staff are prohibited from inappropriately communicating with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination consistent with the district’s policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Legal References:	Title IX of the Education Amendments of 1972	
	Chapter 9A.44, RCW	Sex offenses
	Chapter 9A.88, RCW	Indecent exposure – Prostitution
	RCW 28A.400	Crimes against children
	RCW 28A.405.470	Crimes against children - Mandatory termination of certificated employees - Appeal - Recovery of salary or compensation by district.
	RCW 28A.405.475	Termination of certificated employee based on guilty plea or conviction of certain felonies - Notice to superintendent of public instruction - Record of notices.
	RCW 28A.410.090	Revocation or suspension of certificate or permit to teach - Criminal basis - Complaints - Investigation - Process.
	RCW 28A.410.095	Violation or noncompliance - Investigatory powers of superintendent of public instruction - Requirements for investigation of alleged sexual misconduct towards a child - Court orders - Contempt - Written findings required.
	RCW 28A.410.100	Revocation of authority to teach - Hearings.
	WAC 181-87	Professional Certification - Acts of Unprofessional Conduct
WAC 181-88	Sexual Misconduct, Verbal and Physical Abuse - Mandatory Disclosure - Prohibited Agreements	
Cross References:	3207 - Prohibition of Harassment, Intimidation and Bullying	
	3210 – Nondiscrimination	

Management Resources: 2015- October Issue

Adoption Date: May 26, 2010 REVISED: 10/2015
Cape Flattery School District

Procedure Maintaining Professional Staff/Student Boundaries

Boundary Invasions

In a professional staff/student relationship, staff maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.

A boundary invasion is an act or omission by a staff member that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.

An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a staff member that does not have an educational purpose and results in abuse of the staff/student professional relationship.

Inappropriate Boundary Invasion Examples

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

- A. Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the district's policy on Sexual Harassment of Students (Policy 3205); Prohibition of Harassment, Intimidation and Bullying (Policy 3207); Nondiscrimination (Policy 3210); Title IX of the Education Amendments of 1972 (Title IX); the Washington State Law Against Discrimination (Chapter 49.60 RCW); or that constitutes misconduct under RCW 28A.640 and .642 or WAC 181-88-060; or any conduct that would constitute a violation of Chapter 9A.44 or 9A.88 RCW.
- B. Showing pornography to a student;
- C. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship;
- D. Socializing where students are consuming alcohol, drugs or tobacco;
- E. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- F. Sending students on personal errands unrelated to any educational purpose;
- G. Banter, allusions, jokes or innuendos of a sexual nature with students;

- H. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
- I. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- J. Maintaining personal contact with a student outside of school by phone, e-mail, instant messenger or Internet chat rooms, social networking websites, or letters beyond homework or other legitimate school business without including the building administrator/supervisor and parent/guardian;
- K. Exchanging personal gifts, cards, or letters with an individual student;
- L. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- M. Giving a student a ride alone in a vehicle in a non-emergency situation;
- N. Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom);
- O. Soliciting phone, email, text messages or other forms of written or electronic communication to students without building administrator/supervisor and parent permission when the communication is unrelated to school work or other legitimate school business; or
- P. Any other conduct that fails to maintain professional staff/student boundaries.

Appearances of Impropriety

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff member must report the occurrence to the appropriate administrator as soon as possible.

- A. Being alone with an individual student out of the view of others;
- B. Inviting or allowing individual students to visit the staff member's home;
- C. Visiting a student's home; or
- D. Sending or soliciting email, text messages or other electronic communications to the student, even when the communication relates to school business, except where the parent or guardian and building administrator/supervisor has consented to such communications and receives a copy of the communication and receives a copy of the communication. Staff should use school email addresses and phone numbers and the parent/guardian phone numbers for communications with students, except in emergency situations.

Reporting Violations

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Staff members are required to promptly notify the principal or the supervisor of the employee or volunteer suspected of engaging in inappropriate conduct that violates this policy or procedure.

The administrator to whom a boundary invasion concern is reported must document, in writing, the concern and provide a copy of the documentation to the Superintendent of Schools. The Superintendent will maintain a file documenting reports of this nature which are made.

Reporting Sexual Abuse

All professional school personnel who have reasonable cause to believe that a student has experienced sexual abuse by a staff member, volunteer, or agency personnel working in the school are required to make a report to Child Protective Services or law enforcement pursuant to [board policy](#) and [procedure 3421, Child Abuse, Neglect and Exploitation Prevention](#), and [Chapter 26.44, RCW](#). Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal. The violation may also be reported to the state Office of Professional Practices.

Training

All new employees and volunteers will receive training on appropriate staff/student boundaries within three months (or insert number of days/months) of employment or service. Continuing staff will receive training every three years.

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.

Management Resources: 2015 – October Issue

Cape Flattery School District

Date: 02.10 / 10.15

APPENDIX H

Board Policy

BP 2022

Instruction

ELECTRONIC RESOURCES and INTERNET SAFETY

The Cape Flattery School Board of directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Electronic Resources

The Cape Flattery School Board district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need . It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The district's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

Cross References:	Model Policy 2020	Curriculum Development and Adoption of
	Instructional Materials	
	Model Policy 2025	Copyright Compliance
	Model Policy 3207	Harassment, Intimidation and Bullying
	Model Policy 3231	Student Records
Punishment	Model Policy 3241	Classroom Management, Corrective Actions or
	Model Policy 4040	Public Access to District Records
	Model Policy 4400	Election Activities
	Model Policy 5281	Disciplinary Action and Discharge

Legal Reference:	18 USC §§ 2510-2522	Electronic Communication Privacy Act
	Pub. L. No. 110-385	Protecting Children in the 21 st Century Act

Management Resources:

<i>Policy News</i> , June 2015	
<i>Policy News</i> , October 2012	Updates and Corrections

Resources Policy

Policy News, February 2012

Federal Guidance Requires Changes to Electronic

Policy News, June 2008

Electronic Resources

Policy News, June 2001

Congress Requires Internet Blocking at School

Policy News, August 1998

Permission required to review e-mail

Adoption Date: **01/24/2001**

Cape Flattery School District

Revised: 6/30/08, 3/14/2012, 8/2012, 6/2015

APPENDIX I

Board Policy

BP 2023

Instruction

Digital Citizenship and Media Literacy

1. PURPOSE

In recognition of the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The District is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the District's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

2. DEFINITIONS

The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate

critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

ELEMENTS OF SUCCESSFUL IMPLEMENTATION

The District aspires to implement the following practices to promote digital citizenship and media literacy for all students.

Student instruction

In recognition of the fact that students are consumers and creators of information and ideas, the District promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The District recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications.

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

Online identify and personal brand

Students will learn about their “digital footprint” and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the importance of collaborating and ethically interacting with others online.

Professional Development

The District endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic District policy and practice.

Policy and Practices

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines if appropriate.

Communications and Engagement

The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages parents' active engagement in the process of educating students to become media-literate digital citizens.

Cross References:	2020 - Course Design, Selection and Adoption of Instructional Materials
	2025 - Copyright Compliance
	3207 - Prohibition of Harassment, Intimidation and Bullying
	3231 - Student Records
	3241 - Classroom Management, Discipline and Corrective Action
	4040 - Public Access to District Records
	4217 - Effective Communication
	4400 - Election Activities
	5281 - Disciplinary Action and Discharge

Legal References:	RCW 28A.650.045 Digital citizenship, internet safety, and media literacy
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RCW 28A.650.010 Definitions

Management Resources: 2017 - December Policy Issue

Adoption Date: **12.17**

Classification: **Priority**

Revised Dates: ;

APPENDIX J

Board Policy

BP 2023B

Instruction

Checklist for Digital Citizenship, Media Literacy, Electronic Resources, and Internet Safety

PURPOSE

In recognition of the importance of integrating digital citizenship and media literacy across District curriculum, the District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy.

As a tool for the District's annual review, this checklist poses questions for consideration and serves as a discussion guide on various areas of instruction, practices, policies, and procedures related to the above topics. This checklist is by no means exhaustive or intended to dictate the specific considerations of the District's annual review. Each District is unique as is its annual review process. Individual District characteristics, planning, resources, community standards, risk management, and staffing considerations may also direct and inform any review or discussion of the questions posed.

CHECKLIST OF CONSIDERATIONS

This checklist is divided into two primary areas: questions regarding the District's Electronic Resources and Internet Safety policies and procedures; and questions regarding its Digital Citizenship and Media Literacy curriculum. Some of the following questions may pertain to both general areas.

1. Electronic Resources and Internet Safety

- Does the District have a policy and procedure dedicated to acceptable and responsible use of electronic resources, including use of personal electronic devices, and the District network? *[cross-reference with WSSDA model policy 2022, model procedure 2022P, and model forms 2022F1 and 2022F2]*
- Does the District have a policy and procedure dedicated to Internet safety, responsibility, and security?
- How does the District protect the integrity and security of its network?
- Are the District's password and access protocols effective?
- What does the District do to anticipate and prevent data breaches?
- How does the District provide District technology, including portable technologies, to students?
- Does the District conduct administrative record-keeping related to electronic resources?
- What are the limitations to District resources for technology and related educational practices?
- Are the District's technology and related educational practices cost effective?
- How does the District access and assess new technologies?
- How does the District address concerns regarding compatibility of technologies?
- Does the District have effective means of measuring student technology use?
- How does the District deploy use of technology and electronic resources differently at Primary and Secondary levels?
- How does use of District technology support teaching and learning?
- Does the District have strategies to increase student and staff technology use?

- Does the District have District-wide and building-level practices regarding “Bring Your Own Device” (BYOD)?
- Does the District have an Effective Communication and/or Web Accessibility policy? *[cross-reference WSSDA model policy 4217 and model procedure 4217P]*
- How does the District deploy and use library information and technology programs?
- Has the District reviewed its practices related to law, Fair Use, and copyright compliance?
- How does the District facilitate program creation and ownership (work for hire)?
- What are the District’s practices regarding staff social media use with students?
- Does the District have a policy and procedure for maintaining professional staff/student boundaries? *[cross-reference WSSDA model policy 5253 and model procedure 5253P]*
- What are the District’s policies or practices related to cloud computing, including data access and security?
- Does the District monitor and filter student use of the District network?
- Does the District have a policy and procedure related to cyberbullying, defamation, and harassment, intimidation, and bullying (HIB)? *[cross-reference with WSSDA model policy 3207 and model procedure 3207P]*
- How does the District manage its use of digital imagery and related communications with students?
- How does the District facilitate staff and student access to media creation tools?
- How does the District ensure equity of access to hardware, software, and other electronic resources?
- How does the District facilitate access to and use of District electronic resources for students receiving special education services?
- How does the District facilitate access to and use of District electronic resources for accommodation of disability?

2. Digital Citizenship and Media Literacy

- Does the District have a policy and procedure dedicated to Digital Citizenship and Media Literacy?
- Does the District have an Online Learning policy and procedure? *[cross-reference with WSSDA model policy 2024 and model procedure 2024P]*
- Does the District have a policy and procedure dedicated to Internet safety, responsibility, and security? *[cross-reference with WSSDA model policy 2022, model procedure 2022P, and model forms 2022F1 and 2022F2]*
- What are the District’s policies and practices related to District social media and online communications?
- Who in the District is responsible for educating students on Digital Citizenship and Media Literacy?
- What criteria does the District use to select educational materials for its Digital Citizenship curriculum?
- What attempts are being made to integrate Digital Citizenship and Media Literacy into the existing curriculum?
- How does the District integrate family and student voices when developing and revising its Digital Citizenship and Media Literacy policy and procedure?
- Who in the District community helps promote the District’s Digital Citizenship goals?
- Does the District conduct parent outreach concerning District electronic resources and related programs?
- How does the District support parent training on technology and child supervision?
- Has the District reviewed its practices related to law, Fair Use, copyright compliance, and intellectual property education of staff and students?
- How does the District provide professional development and training for teachers, focused on integrating digital citizenship and media literacy across District curriculum?
- What District-level attitudes, if any, impact implementation of Digital Citizenship curriculum?

- How does the District work with staff members who are resistant to increased use of technology in the educational environment?
- How does the District support creation of technology, digital citizenship, and media literacy instructional materials?
- How does the District facilitate access to and use of model lesson plans?
- How does the District measure instructional goals related to technology and media?
- Does the District encourage and facilitate collaborative staff communication using District electronic resources?
- Does the District have an effective practice of staff-directed use of technology with students inside and outside of class?
- How does the District promote digital health and wellness?
- How does the District help students manage digital distractions?
- How does the District promote social and emotional growth with technology?
- How does the District promote norms of technology use among students and staff?
- How does the District protect student privacy and data security?
- How does the District ensure compliance among third-party vendors with respect to protecting student data?
- How does the District facilitate responsible image creation and use by students with technology and digital media?
- How does the District educate students regarding online predators and risky communications?
- How does the District educate students regarding digital footprint and the persistence of digital information?
- How does the District educate regarding appropriate versus inappropriate social media activity?
- How does the District educate students regarding digital self-image and online identity?
- How does the District educate students to analyze and evaluate media sources of information critically?
- How does the District educate students to apply critical and creative thinking skills when developing and producing media?
- How does the District facilitate student access to media creation tools?
- How does the District educate students regarding ethics, etiquette, and civil discourse in the digital landscape?
- How does the District educate student regarding balanced use and overuse of technology (i.e. screen addiction)?

Adoption Date: **12.17**

Classification: **Priority**

Revised Dates: ;

Community Information

[Neah Bay Local Phone Numbers](#) (image is a link)

Local Numbers		Fax Numbers		Main Extensions	
Apocalypso Motel	(360)640-2192	ASD	2863	Accounts Payable	3206
Big Salmon	2374	Building Maint.	3181	ASD	3213
Burley Construction	2242	Business Enterprise	2907	Business Enterprise	2200
Butlers Motel	(360)640-0948	Chemical Dependency	2465	Clinic	2233
Calvins Crab House	(360)374-5630	Child Care	3407	Council	3235
Cape Resort	2250	Clinic	2723	Community Gym	2373
Cedar Shack	2380	Clinic Administration	2305	Dental	2934
Coast Guard	2237	Clinic Benefits Coord.	3315	Fisheries	3160
Comm. Gym	2373	Coast Guard	2026	Food Distribution	2154
Community Hall	2022	EMS	2690	Forestry	2162
CO-OP	2231	Environmental	4400	Healing Court	2125
DSHS Office	(360)374-5018	Fisheries	2323	Head Start	3002
Fish Hotline	3154	Food Bank	4003	Housing	2705
Fitness Center	2411	Forestry	2162	Human Resources	3102
Food Bank	2154	General Manager	2127	Judicial	3302
Harmony Seafoods	(360)640-2041	Head Start	2359	Marina	3015
Head Start	3002	Healing Court	2420	Pharmacy	2445
Head Start Bus line	2356	High Tides	2024	Planning	3281
Hide-Away RV	(360)640-1809	Hobuck	2784	Public Safety Dispatch	2701
Hobuck Beach Resort	2339	Hoko Hatchery	963-2785	Realty	3125
Linda's Pizza	(360)640-2192	Housing	2706	Senior Citizens	2796
Marina	3015	Human Resources	3123	Social Services	3254
Makah Forestry Enterprise	3056	Judicial	2760	Technology Center	3261
Mini Mart	2802	Longhouse Apt.	2261	Travel	3202

CAPE FLATTERY SCHOOL DISTRICT # 401
LETTER OF ACCEPTANCE OF EMPLOYEE HANDBOOK

I, _____, an employee with the Cape Flattery School District # 401, hereby acknowledge receipt of a current copy of the Employee's Handbook. I agree to abide by its contents at all times.

Employee's Printed Name

Date

Employee's Signature

Please print this page - sign and return it to the District Office by September 30, 2022. Thank You.

Student Privacy Statement & Staff / Volunteer Confidentiality Agreement

Students in the Cape Flattery School District have the right to expect that information about them will be kept confidential by all staff, volunteers and interns. Additionally, the US Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as “FERPA” or the “Buckley Amendment”). FERPA allows the government to withdraw federal funds from any educational institution that disseminates information about a student to an unauthorized individual without his or her parent’s consent. This dissemination includes both written and verbally transmitted information.

Each student with whom you work has the right to expect that *nothing* that happens to or about him or her will be repeated to anyone other than authorized school department employees, the teacher or the Principal. If the student reveals information regarding his or her well-being that is of concern to you, you should report this information to the student’s teacher or the principal the day you hear it. Even when discussing a student with those who are directly involved in a student’s education, such as a teacher, principal, or guidance counselor, you may not share otherwise confidential information with them unless it is relevant to the student’s educational growth, safety, or well being.

You may not share information about a student even with others who are genuinely interested in the student’s welfare, such as social workers, scout leaders, clergy, or nurses/physicians (a grave medical emergency, in which confidential information may be necessary for a student’s care, is the only exception). Thus, you must refer all such questions to the school employees so authorized and indicated to you, typically the student’s teacher or principal.

Parents, friends, or community members may in good faith ask you questions about a student (about his progress, his school experience or his classroom, for instance). You must refer all such questions to the authorized school employees. You may not share information about a student with members of your own family or with the student’s family.

If you are doing coursework that involves student information or data collection, you must adhere to all confidentiality rules, including receiving permission from your supervising teacher or administrator prior to beginning the course project. You must change all identifiable information in any written or orally presented material, so that no listener or reader will be able to identify the district, school or students.

Before you speak, always remember that violating a student’s confidentiality isn’t just impolite, it’s against the law!

AGREEMENT

It is the policy of Cape Flattery School District to provide our employees or students with a level of privacy and confidentiality with any information concerning any of our employees or students. In the course of your work, you may have access to confidential information (oral, written or computer generated not otherwise available to the public at large) about employees or students, and their families and /or personal business. School business information includes computer programs, software and supporting documentation, technological improvement plans, strategic plans, financial information and employee information (including but not limited to co-worker and their families).

THEREFORE, I AGREE that:

My right to enter or make use of confidential information is restricted to my need to know the data or information to perform my job responsibilities. I will keep my computer access password (s) confidential. If another method of accessing a computer system is used, I will restrict its use to myself. I will not discuss any confidential information in any public areas, hallways, gathering spaces and etc.

If I have the ability and permission, to work from home (including accessing any student records, employee records etc.) I will do so with due diligence. This includes exiting out of the program, securing my passwords, and not allowing family members around the screen or data. Any records must be protected and returned to the school and / or workplace immediately following work done at home. An employee is expected to get permission to work from home from their direct supervisor- once all areas can be confirmed secure.

I will hold all confidential information of which I have knowledge in the truest confidence, as required by law. I agree to utilize confidential information obtained by me only for the benefit of the employee or student or in performance of my job responsibilities. Unauthorized disclosure, copying, and/or misuse of confidential information is a serious breach of duty and will result in disciplinary action up to and including termination of employment or contract with the Cape Flattery School District. Further, this agreement mandates compliance extending beyond employment, contract, or association with the Cape Flattery School District, as required by law.

I HAVE READ THIS CONFIDENTIALITY AGREEMENT AND AGREE TO ITS

TERMS. Employee Signature:

_____ Employee Name

(Print): _____ Date:
