



Students First

2023/2024



Welcome!

Dear Stevenson-Carson Staff,

Welcome back to a new school year at Stevenson-Carson School District! The purpose of the staff handbook is to give school district employees an understanding of the general rules and guidelines for our work together as we educate our students. In case of a conflict between a board policy and the provisions of this handbook, the policy most recently adopted by the board will prevail. If policy changes are enacted during the school year, the administration will communicate those changes to students, staff and parents/guardians, as appropriate.

We are excited for the start of a new school year, one where we can choose hope to make a difference in the lives of students and our community. We have, and will continue to have, an amazing school culture in each school. Through partnerships with families and the community, our goal is to continue to learn great strategies so each student reaches their potential.

The administrative team believes...

...the main reason we do this work is because of the children. We are committed to focusing on the whole child and realize that our staff is our best resource we have available.

...in being committed to staying curious and being mindful of expanding and growing our profession and expertise.

...in strengthening our communication systems and creating a culture of fearless collaboration.

...in being committed to building and nurturing relationships.

....and together we commit to.....

- Growing up is a learning process and we guide our students to adulthood through consistent expectations that are taught and behavior is handled with compassion
- Being on time, prepared, engaged, and working together to grow professionally
- Examine relevant data with each other to guide instruction and our school program
- Research, share and demonstrate best practices
- Implement school initiatives with fidelity
- Read a book, take a class, watch an engaging speaker and/or learn something new
- Focusing our observation meetings on growth
- Actively listening
- Promoting collaboration and work through our professional development time
- Work to develop a positive school culture
- Consistently reaching out to families and the community
- Choose a positive attitude and look for solutions
- Find time to connect when there are questions, problems, or things “on my mind”

...then together we can create amazing change and make this a fantastic year!

We are excited and energized to start a new school year with you! We have some meaningful work to do this year and we hope you're ready to dig-in. Our opportunity for making a positive impact for our students and school community is huge. We're ready to work together and help create something great here in our schools working with you!

It is imperative that staff read and review this handbook. We are asking you to sign the signature page indicating that you have reviewed the handbook. Please read it carefully and keep it in a safe location for future reference. For the safety and wellbeing of all staff, these policies are enforced with fidelity. If you have a concern please call your building principal to arrange a time to speak by phone or in virtual meeting. If you have any question, please call your building administrator for clarification. **Please return the signature page to your building secretary. Thank you for your cooperation.**

Sincerely,

Ms. Sarah Dodson
Stevenson & Carson Elementary

Dr. Benton Dorman
Wind River Middle

Mr. Bill Schwan
Stevenson High

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District Information

Vision Statement

Students will thrive in an environment where staff, parents, and community partner to nurture a passion for lifelong learning. Through these relationships, students will grow academically and experience success in school and beyond.

Code of Professional Conduct

Be aware of the State of Washington "Code of Professional Conduct" Chapter 181-87 WAC. You are responsible to know what acts of unprofessional conduct are and avoid any behaviors that may be interpreted as such acts.

<https://www.k12.wa.us/sites/default/files/public/profpractices/pubdocs/codeofconduct.pdf>

Evaluation Process

The SCEA and SCSD have agreed to an evaluation process, which is outlined in the negotiated agreement (CBA). The basis of teacher evaluation should be to improve instruction and for professional growth. The Negotiated Agreement's Teacher Appraisal Procedures will be used as the guidelines for teacher evaluation. A review of the district's evaluation procedures will be conducted by the building principal at the beginning of each school year.

All SCSD certificated staff will complete a self-assessment prior to the first Friday in October and one again in the spring by April 30th. The teacher and principal will need to establish growth goals based on that self-assessment. Formal classroom observations are required of all certificated staff. Policies and procedures for the evaluation process of both classified and certificated staff can be found in the district policy handbook and CBA.

Strategic Plan

We have recently developed a district Strategic Plan. A Strategic Plan is a process where the district stakeholders determine their vision for the future of the district, identify key goals and objectives, and action plans. Our plan will continue to be shared, monitored and distributed.

School Contact

Stevenson-Carson School District

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Wind River Middle School

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Stevenson High School

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Stevenson-Carson Athletics

Director, Chris Perk
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Stevenson-Carson Transportation

Manager, Dan McKee
Secretary, TBD
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(509) 427-5277

Board of Education Members

Jeff Wickersham, Chairman

(Vacant), Jon Paul Anderson, Dan Fuller, Laura Mills

School Day

All students and staff are required to be free from illness and symptoms to be at school. Mask wearing, handwashing and appropriate social distancing are optional and subject to change due to health metrics for the health and safety of everyone.

Student Hours:

SES 7:45-2:25

CES 8:00-2:40

WRMS 8:50-3:30

SHS 9:00-3:40

Certified Hours: Staff begin at 30 minutes prior to the start of the student day, with duty-free morning preparation. Upon doors opening for the student day, staff should be greeting their students and monitor arrivals. After student dismissal and all students have safely departed, teachers have planning, preparation, and collaborative work time for 20 minutes after student dismissal. On Early Release Wednesdays, teachers have a meeting beginning 10 minutes after student dismissal and 10 minutes of preparation time at the end of the day.

Classified staff are assigned specific schedules by the building principal based on the need of students and the building. All extra time must be assigned and approved by the building principal, **prior** to being worked. Unapproved time will not be paid. Staff will be assigned a lunch and break, as appropriate during the day. Staff may not skip lunch or breaks in order to leave early.

All staff leaving the building during the work day (lunch, meetings, etc.) must notify the office before leaving campus.

Cold and Wet Weather

Elementary students will have movement breaks in designated areas and during inclement weather, the covered play area (Stevenson Elementary) or pavilion (Carson Elementary) unless the wind chill factor is below zero.

Collaborative Time: Staff Meetings & Professional Learning Communities (PLCs)

Professional Learning Communities (PLCs) work together effectively to accomplish successful work. PLCs work on state, district and building initiatives while learning from one another so students get the highest quality instruction daily.

PLCs use a cycle of questions so the PLC cycle is fluid. These questions are:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do if they have not learned it?

- What will we do if they have already learned it?

Individual planning and professional learning community (PLC) collaborative time will be provided as specified in the schedule. **No comp time may be used during any scheduled PLC collaborative time.** Short staff meetings will be held on a regular basis each Wednesday beginning 5-10 minutes after student dismissal. *All teachers are expected to attend all staff meetings and professional learning and collaboration Wednesdays. Teachers should make every effort to schedule doctor's appointments and other outside obligations on days that staff meetings are not scheduled.* If staff members have items for the agenda, these should be turned into the principal prior to the meeting. PLC meetings will be used to discuss school improvement issues (including student achievement and progress toward State Standards), curriculum and instruction, professional learning, building issues, and mutual concerns.

Meeting Norms

- Meetings will start and end on time.
- Be solution oriented.
- Be present.
- Be respectful & responsible.

Daily Schedule

A daily/building schedule of specialized classes can be obtained in the office.

Dismissal

Teachers are responsible for dismissal of students. Students should not leave the building prior to dismissal, unless notification has come through the office for student pick up. Bus students, walkers and vehicle pick-ups are dismissed through all school announcements.

Support staff have assigned locations for arrival and dismissal of students, to ensure they are entering and leaving the school in a safe manner.

Excusing Students from the Classroom

Students not will be dismissed from school unless a parent/guardian has authorized dismissal through the office. If a parent/guardian comes to your classroom to pick up a student, redirect the parent/guardian to the front office. The office will call the teacher's phone to request the student be sent to the office for dismissal. Students who come to school late should check in at the office for a tardy slip.

Supervising Students

All classroom teachers are responsible for supervising the students assigned to their classroom. Teachers are NOT to leave students unsupervised AT ANY TIME. Classroom teachers are expected to supervise the transition of their students to and from movement/mask breaks, bathroom breaks, arrival/departures unless delegated differently by the building principal.

The Learning Environment

Animals/Pets in School

Animals and pets are prohibited in the classroom, unless approved by the building principal. Please do not permit students to bring animals/pets to school without obtaining principal permission first. If permission is granted, the teacher/parent/guardian will work together to find a mutually agreed upon time to bring the animal/pet to school for “show and tell”. Teachers are to ensure that the time for this show and tell is minimal. Only the owner(s) of the animal/pet will be allowed to handle the animal/pet. Class pets are not permitted.

Assessments

Student assessment is a continuous process. Teachers will assess students as soon as they begin school to determine learning strengths and areas of need. Student files will contain building, district and state assessment results to help build this student profile. Accurate records should be kept to show student growth and development. Grades should be kept by the use of the Skyward Qmlativ student data management system. For parents that do not have internet access, teachers will be expected to send home regular report cards, for parents to review.

Extra credit is not a useful measure of student performance and should never be used to impact a student's grade. Elementary teachers will not use the practice of giving “extra credit” in their classes. An emphasis should be placed on quality, not quantity, of student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways as well.

Student work should be completed and evaluated in a timely fashion. The teacher should make every effort to work with the student and parent if a student is not turning in work. Small group intervention/support may be provided to a student when the student needs to complete work or needs additional support from the teacher.

Bell Schedule

Students and staff are expected to be in the classroom when the bell rings and students should not be dismissed before the end of the period without prior permission. Every minute of instructional time is valuable. Do your best to teach bell to bell. Alternative bell schedules will be provided in advance of any planned activity.

Class Syllabus (Secondary)

You are encouraged to use the syllabus template found in the shared drive. We are required to provide every student at the beginning of each class (year and semester) a syllabus that will include at least the following:

- A brief description of the course
- Classroom expectations
- Standards and student learning objectives for the course, and general timeline
- A list of any reading materials including texts and supplemental texts that are to be used

- Detailed descriptions of any reading or curricular materials that may be objectionable and provisions that describe alternate assignments. Any film over a G rating must have parent approval according to Board Policy.
- Description of participation point system as well as grading system for the class

If participation is used as the basis of mastery of an objective, a student's grade may be adversely affected, provided that a student is absent on a day there is a graded participation activity. If the teacher does not advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that unjust application of attendance or tardiness factors has been made may follow the appeal process for resolving the differences.

Field Trips

Field trips are an opportunity to extend the learning of the classroom or school wide curriculum. The budget for these educational opportunities is limited. Staff should talk to their principal at least one month prior to any field trip to get approval and submit appropriate paperwork. Students participating in the field trip are required to submit permission forms prior to the established due date. Non-school-age children or children not in the class taking the field trip are not allowed.

Flag Salute

Flag salute is a state law. Students and families who do not wish to observe this practice should sit quietly in observance. While we appreciate a note or contact from home indicating a family's desire to not participate in the flag salute so that we may support the student, it is not a legal requirement.

Grade Books, Lesson Plans & Attendance,

Each teacher is responsible for keeping a plan book, a grade book (Skyward Qmlativ), and a record of student attendance (also Skyward Qmlativ). The principal will review lesson plans periodically throughout the school year. Teachers are required to keep lesson plans (in whatever form they might be) for one year and turn them in at the end of the year. The State requires us to have this information available for auditing purposes or records requests.

Grading/Reporting

Students receive quarterly report cards (or progress reports at secondary) in all content areas which are based on state standards. Students and families participate in two conferences, fall and spring, to review these report cards, including student goals. Report cards are mailed home for secondary students. For elementary-aged students, report cards will be sent home with students. Elementary report cards will contain a brief narrative that shares your student's progress in each of the graded areas. In the unlikely event that we are in remote learning, report cards will be emailed home for elementary students.

Guidelines for Reading Instruction (elementary)

Guidelines for reading instruction are based on district approved core curriculum: Core Knowledge Language Arts (CKLA) and Writing Studio. Supplemental support is provided through our school-wide, federally-funded Title I schools and through eligibility in our state-funded learning assistance program (LAP). Small group support/interventions support those students most in need based on multiple data sources including, but not limited to, iReady, TS-GOLD kindergarten observational assessments,

classroom observations, checklists, end of unit assessments, etc. Our growth mindset for student improvement originates with benchmark data and goal setting, monitored throughout the school year.

Movies at School

The use of a purchased or rented video for entertainment or reward purposes is a violation of copyright regulations unless permission for use has been obtained from the producer of the video. It is not a violation of copyright laws to use a purchased or rented video in a classroom setting if it can be shown that the use of the video directly **supports the district's adopted curriculum**. If the use is challenged, the burden of proof is on the staff member using the tape to show the curriculum relationship. Therefore, unless permission is received from the producer of the video, rented or purchased videos shall not be shown for entertainment or reward purposes. A G-rated movie may be shown in the classroom without parental permission. Written parental permission must be obtained prior to showing a student a movie of any other rating. If a staff member intends to show a movie requiring parental permission, the building principal must approve it.

Protecting Instructional Time

One of the greatest responsibilities we have as educators is to protect the instructional time we have with our students. This means that every minute of every school day is important to the learning process. Teachers are to use scrutiny when scheduling any kind of classroom or grade level celebration.

Parent & Family Engagement

Communication to Families

Early and positive communication is important to our families. Best practice is to make a positive phone call to the families of each of your students welcoming them to the class and a positive partnership for the year. Please make attempts to contact families with a positive, welcoming call within the first month of school. This practice will help build relations and connections with your student and their family.

Possible Positive Phone Call Script:

Good afternoon, (Parent/Guardian Name). This is (Student's Name) teacher, Mr./Ms. _____. I have really enjoyed getting to know (Student's Name) in class these first couple of weeks. I appreciate his/her (creativity/kindness/curiosity/hard work/sense of humor). I look forward to getting to know (Student's Name) even better this year. We have lots of exciting learning planned for the year and we love family involvement. Please consider coming to one of our Family Learning Night/School events. Please let me know if there are any ways I can better support your student this year.

Please communicate with families how you will deliver information to them on a regular basis, such as classroom newsletters, emails, phone calls, ParentSquare texts, reminder notes/bracelets, etc. Families crave communication! Keeping families informed strengthens our partnership with them and supports success for their student.

Home-School Compact

A home-school compact will be signed by all parents/guardians, teachers, and the building administrator of buildings assigned Title I status. This compact spells out the expectations of the home and school relationship. (The compact is a requirement of Title I.)

Parent Concerns/Complaints

All parent concerns/complaints should be addressed first to the persons involved. Concerns shared with the principal will be shared with the teacher involved as appropriate. Every attempt will be made to resolve the concern/complaint as soon as possible. Teachers are responsible for working toward resolution of all parent complaints and/or concerns.

Families are strongly encouraged to use social media respectfully. Questions and concerns should be directed to the school for resolution, instead of posted on social media. Inappropriate or derogatory posts will be asked to be changed or removed.

Parent-Teacher Association & Booster Club

Stevenson-Carson's PTA and Booster Club provide a variety of support for the students of the district. PTA primarily focuses on our elementary and middle school age students and sponsors many activities for students. Parents/guardians are encouraged to become involved with their student's education through the PTA. Contact the school office for more information concerning PTA or reach out to them through the email: pta4scsd@gmail.com. Booster Club primarily focuses on our secondary students and supports athletics, activities, and extra-curricular pursuits of our youth. For more information about Booster Club please email them at stevensonboosterclub@gmail.com.

Visitors

All visitors must sign in at the office and obtain a visitor's pass. If you have doubts or concerns about an individual's presence in the building, stop and question him/her in a friendly manner to ensure student and staff safety. All visitors should have a visitor's name sticker/badge. They may also be limited or not allowed in the building, depending on community health concerns and current guidance.

Volunteers

Volunteers to our schools need to complete the Volunteer Agreement Form and Washington State Patrol Background Check, which can be found on our District Website:

https://www.scsd303.org/for_parents/s_c_s_d_volunteer_agreement. Volunteers may also need to submit their COVID Vaccination card, whenever it is a State requirement.

Student/Teacher Support Services

Building-MTSS Leadership Team

The purpose of the Building-Multi-Tiered Systems of Support (MTSS) Leadership Team is to align School goals with the Stevenson-Carson School District vision established by the Stevenson-Carson School Board.

Child Abuse

Contact the principal or counselor immediately if child abuse is suspected. Although, the principal cannot make child abuse reports for you, they can support you through the process. The staff member who suspects the abuse must make the report. All staff are mandated reporters and required to make a report as soon as possible, at a minimum within 48 hours, of suspected abuse. Call 1-888-713-6115 to make a phone report. All reports must be documented on the district reporting form and a copy given to the principal for review. If you need copies of the reporting form, please contact your school counselor.

Confidentiality

Most of the information staff receives during the course of a work day is confidential. Whether it's a memo, observations for a specific student, IEP progress data, information from a telephone call, email message, or a meeting note, it is important to remember that the information might be confidential. All staff are to treat student and personnel information as confidential. Student information should never be discussed in the staff workroom or with individuals that do not work directly with the student. Also, students receiving special services should never be revealed to others that don't directly work with the identified student.

Counselor/Social Worker

Each school has school counseling and/or social work support assigned at least part time. The school counselor and/or social worker will conduct specific classroom group activities for students in the areas of social-emotional learning, character education, and career awareness, but will also serve the building in other roles, such as behavior/bully intervention, coordinator of resources for students and families, and much more. At the secondary level, school counseling will also include navigating educational decisions based on career pathways.

MTSS

To best meet the needs of all students, Stevenson-Carson has begun implementation of an intervention system called the Multi-Tiered System of Supports (MTSS). This model allows us to identify students in need of additional academic support, specifically in reading and math, and the degree of support needed. All students will be screened at the beginning of the year and students in need of intervention will be placed into support programs that are proficient, developing, and emerging, depending on the level of need. More information on the MTSS program will be provided by the building principal, grade level teams, and support staff to any new staff member.

Multilingual Learners

Multilingual Learners are students who come from homes that speak languages other than English. We offer support to these students through our Multilingual program that includes evaluation of English skills and direct support from a teacher or a paraprofessional. If you know a student who comes from a family that speaks languages other than English in the home, please let your site principal know.

Paraeducators

Paraeducators provide instructional or related support to students under the direction and supervision of a certificated teacher and/or principal. In the last two decades, the roles and responsibilities of

paraeducators in inclusive schools have reached new levels of importance. The role of paraeducators has evolved to student focused support, including responsibilities for providing instructional and behavioral supports that are integral to the effective provision of services to students with disabilities and others. Paraeducators may have different roles throughout the school, including assisting students with special education plans, those receiving multilingual services, students identified as needing extra support to make progress towards grade level standards, and routine supervision of students, to name a few examples.

All paraeducators must meet minimum state competencies and participate in required professional training. We expect our paraeducators to be proficient in maintaining confidentiality, routinely collect data, guide students in following expected behaviors, and support them in gaining the academic or social skills they need while building independence. It is important to recognize that good practice, and federal law, requires paraeducators to work in concert with licensed teachers. When this relationship is strong, skilled paraprofessionals can dramatically improve results for the students they serve.

Student Assistance Team (SAT)

The Student Assistance Team (SAT) is an important component of our MTSS plan. Staff members are encouraged to work with the principal to complete the SAT process for individual students who are struggling and may benefit from additional support. The process begins with a grade level team discussion of the student to determine what other supports and strategies the student may benefit from based on data. Follow the SAT process to analyze the data. Then, discuss, implement and document intervention strategies throughout 4-6 weeks. If these documented steps are unsuccessful, proceed with the SAT process including completion and submission of SAT form to the principal.

Special Services

The individualized education plan (IEP) team will look at the most appropriate learning placement, the least restrictive environment (LRE), for a student who receives special education services. Questions regarding pre-assessment and special education services should be addressed to the special education teacher and if needed, the building principal. Teachers with students receiving special services are part of the IEP team, as it is a requirement by IDEA law. Please ask your special education case manager for a list of special education students in your class and a copy of the IEP at a glance.

Title I/LAP Services

Title I, Part A is a federal program at some of our schools. The designation of being a Title I school can change from year to year. It is intended to help ensure that all students have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As school-wide Title I schools, we are eligible to adopt schoolwide programs to raise the achievement of students by improving ELA and mathematics instruction throughout the entire school, thus using Title I funds to serve all students. All students are eligible to participate in all aspects of the school-wide program. Statutes require schools to particularly address the needs of low-achieving students and those at risk of not meeting the state student academic achievement standards. As school-wide Title I schools, all staff are able to offer needed academic services to any student in the schools without a specific Title I identification process. This also means you have the right to know the professional qualifications of the classroom teachers who instruct your student. Federal law allows you to ask for certain information in a timely manner.

The Learning Assistance Program (LAP) is a state-funded program that offers supplemental services for eligible students scoring below grade-level standard in English language arts (ELA), with a K-4 literacy focus. These services focus on accelerating student growth to make progress towards grade level expectations. The intent is for students who receive LAP supplemental support to increase academic growth during the period of time they are provided services. LAP emphasizes research-based best practices designed to increase student achievement. Our mission at Stevenson-Carson School District is to provide an effective education for all students. We understand that students do not come to us as 'one size fits all' learners, and have different learning styles and rates. More information can be found in the Title/LAP Handbook available in the office.

Walkthroughs

Building administrators will make frequent visits to classrooms. Staff may be given feedback and asked to respond in some way. This could be immediate or part of the ongoing process. You are always welcome to initiate a discussion with the principal/staff member who comes in to do a walkthrough or observation if you desire immediate feedback. The purpose of such walkthroughs is to improve instruction and look for attributes and behaviors as outlined in the CEL 5D Framework. This process provides two-way communication between staff members and administrators and allows instructionally-related, reflective moments. Walkthroughs are unscheduled classroom visitations by building administration and at times, district personnel. In classrooms, there should be evidence of:

- Learning Targets/Essential Questions (Evident and at Grade Level)
- Differentiated Instruction
- Success Criteria
- Reading Strategies
- Academic Vocabulary
- Classroom Assessments
- Evidence of Professional Development being implemented
- Student Engagement (student-to-student; teacher-to-student; think-pair-share)
- Teacher Interactive Instruction

Discussions with students may look like:

- What are you learning?
- Why are you learning this?
- How would you rate your work? Why?
- What is the Learning Target/Essential Question?
- How is what you are doing, connected to the Learning Target and/or Essential Question?
- How do you know that the work/learning you are doing is correct?
- When class is over how will you know that you learned what the teacher wanted you to learn (what was taught)?

We try to be in classrooms a lot! We enjoy watching teachers share their skills with students. If there is something you really want us to observe, please send your administrator an email with date and time.

Student Behavior

Behavior/Conduct

Students are expected to BE SAFE, RESPECTFUL and RESPONSIBLE. The following procedures will be used for behaviors that do not follow that expectation.

Positive Behavioral Supports

Behavioral Interventions or Actions Available to Staff After a Violation Occurs:

- Teaching or re-teaching
- Oral or written feedback
- Parent notification or conference
- Increased supervision
- Room Service – staff member watches your class while you talk to student
- Check-in Check-out
- Purposeful Errand (take this _____ to the office/other teacher)
- Loss of privileges
- Behavior monitoring or a behavior contract
- Restorative Justice Practices
- Counseling or behavioral health services referral
- Student Support services

SCSD Schools have adopted the Positive Behavioral Intervention and Support (PBIS) model for teaching and addressing specific and expected behaviors of our students. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. We have adopted a unified set of school expectations. These expectations define the expected behavior in our school. You will see these expectations posted throughout the school and your students will be learning them throughout the school year. SCSD Schools have established clear expectations in all settings on how we can: Be Respectful . . . Be Responsible . . . Be Safe!

Building-wide expectations will be explicitly taught to all students and reinforced by all staff. These expectations include the following areas: arrival, dismissal, hallways, bathroom, lunchroom, playground, and assemblies. Teachers will review the building-wide expectations during class meetings and provide an opportunity to model, practice, and reinforce these expectations at the beginning of the school year. Expectations will be displayed on posters throughout the school.

Staff members are asked to . . .

Establish simple and easy to understand classroom expectations/courtesies that encourage appropriate behavior. Be firm, fair, and consistent. Share them with your students and with the principal.

Make the principal aware of challenges before they become the proverbial “straw” that leads to feeling overwhelmed. Document interventions that were tried *before* a referral to the principal. Document the intervention on a referral form.

Keep parents informed of positive behaviors as well as potential problems/concerns/needs.

Exclusions

Classroom Exclusion—means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:

- a) teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- b) the student remains under the supervision of the teacher or other school personnel during such brief duration.

If classroom exclusion happens, parent contact will be attempted by the classroom teacher within 24 hours. If the parent(s) has a preferred mode of communication, please attempt to contact them that way.

Possible Script for Exclusion:

Good afternoon, (Parent/Guardian Name). This is (Student's Name) teacher, Mr./Ms. _____. I am calling because (Student's Name) had a difficult day today and was quite disruptive. I tried several strategies to help him/her refocus, including _____ (see behavior intervention list for examples) _____. When he/she continued to have difficulty I had him/her do a reset. If you learn of any reasons that (Student's Name) was having a hard day that he/she did not make me aware of that I should know about, please let me know. Also, if you have any strategies that you would like me to consider that would help (Student's Name) be more successful in similar situations, I would love to hear about that. Tomorrow is an opportunity for a fresh start and I am hopeful that it will be a good day as I know he/she can be a great learner.

Disruption of the Educational Process- means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

Suspension

Suspension-means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented or controlled by the district.

***In-school suspension**-means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

***Short-term suspension**-means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

***Long-term suspension**- means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475 (grades 4+, in extreme situations).

Searches of Students or Student Property

Searches of students or student property shall be conducted in accordance with the rules approved by the board. Teachers shall not search students or property. No law enforcement officer shall search students or property without a search warrant. Building principals are authorized to search students' clothing and belongings if there is reasonable suspicion that district policies, rules or directives are being violated.

Definition of Bullying

A student is being bullied when he or she is exposed, repeatedly and over time or an incident of intense negative action(s) on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, intentionally

spreading rumors, and deliberately excluding someone from a group or activity. A copy of our Harassment, Intimidation, and Bullying (HIB) policies and procedures can be found under board policies on the District website.

Building/Office Procedures

Accidents

Employee accidents should be reported immediately to the office. An accident report form must be completed within 24 hours of the accident. Contact the principal if reasonable and possible before seeking medical advice for a job-related injury. If an employee is injured at work, s/he must report the injury to his/her supervisor **and** complete a district form. An accident report (on-line) <http://webdoc.esd112.org/forms/eir> form must be completed within 24 hours of the accident. The District is a member of the Workers' Compensation Trust with ESD 112. If you are injured at work, you must report the injury to your supervisor and fill out a district form. Call ESD 112 for the forms required of the doctor or hospital.

Administration of Medications

All medications will be administered in the office with proper authorization. Do not give or allow the students to have any prescription or over the counter medications. Notify the office/principal if you witness a student with prescription or non-prescription medication, which includes cough drops and vitamins.

Please secure all personal medicine in a way that keeps students safe.

If you are taking a field trip, check with the office a week before the planned trip, for students on medication. You may need training for dispensing medication.

Administrative Approval

The following items require prior approval from the principal **before the action is taken** for formal prior approval.

- Speaking with any form of media
- Press releases
- Sending any letter that represents the school or District (on letter head or signed from your position)
- Planning any off-campus activity (local or distant field trip)

- *Leaving school prior to the agreed upon end of day time;* Arriving late, leaving early, or leaving during the day except for 30-minute lunch (this includes arriving LATER than a “late start”). Office staff needs to have this information.
- Purchasing
- Extending an invitation to visitors other than student’s parents
- Drastic change in your educational program including move away from Common Core State Standards (or current reading/math curriculum)
- Showing any non-rated video or any video that is not “G” rated.
- Use of building areas other than those assigned to you
- Pets at school
- Modifying expectations

Attendance/Lunch Forms

It is necessary to keep accurate records on attendance. Lunch count at elementary & middle school must be reported efficiently each day in the manner designated at the beginning of the school year. Please keep the office posted on students who are chronically tardy or absent. Please enter attendance into Skyward Qmlativ and submit the lunch count within 20 minutes of the start of school.

Student absences will be recorded using Skyward Qmlativ. Attendance is considered a confidential item; therefore, the teacher must record attendance. Attendance records are also considered a legal document that will be called upon by the court in truancy matters, and occasionally custody hearings and benefit eligibility.

TARDY STUDENTS SHOULD HAVE A “TARDY SLIP” FROM THE OFFICE. See the Parent/Student Handbook for details on attendance laws and requirements. **When you are concerned about a student’s attendance record, please contact the parents/guardians, documenting it in your communication log, and inform the principal in a timely manner.**

Boundaries

All students who live within the boundaries of the Stevenson-Carson School District are welcome to attend our schools and programs. For students who do not live within the boundaries, students must complete a nonresident student transfer. This is also known as an out-of-district transfer, inter-district transfer, choice transfer, variance, waiver or school choice. Parents must seek approval from both the sending and receiving school superintendent before it can be implemented.

Budget

As public entities, we need to be fiscally responsible with our building budgets, especially in the light of reduced student enrollment. Please do not turn in receipts for purchases without pre-approval.

Building Security

Classrooms should be locked when not occupied. The main entrance is now locked during the day. On the rare occasion that it is necessary to have someone come into the building, the secretary will screen visitors and parents before allowing them to enter the building. At the end of the day, please make sure that your window and the doors you exit are secured. Our school is also under 24-hour video surveillance with security cameras.

It is critical that no employee ever gives a student or another adult their keys or keycard for any reason. Please safeguard these items to maintain security. Do not prop doors open or disable locking mechanisms. Report any violations of these security measures to a supervisor immediately.

Charging Lunches

Staff and students may not charge lunches. See Family-Student Handbook for details.

Students Checking Out Prior To Dismissal

Parents will be asked to check out students through the office. They will sign a sheet verifying guardianship and responsibility for taking a student. **Please do not arrange student pick up through the classroom; have the parent call the office.** This is important for attendance records and safety/security of the student. The office will notify you if a student is leaving early.

Students of Staff

If staff members have students that come before/after school, the student must remain in the staff member's room at all times and respect the school environment. The student is not to roam the hallways, be in the staff room/office or be on the playground. Also, students of staff members are not permitted to attend building meetings.

Clock Hours/Certification

Staff are responsible for keeping track of clock hours and certification. Do not wait until your certificate is about to expire to gather the documents. It can take 2-3 months to process certification, so plan accordingly. The building principal needs to sign for approval of earned clock-hours before they are submitted to the district office. Reimbursement forms also require the principal's approval and signature.

Complaints and Grievances

The principal encourages anyone who has a question, concern, or issue to discuss the situation with party directly involved. If it cannot be resolved there, please bring it to the attention of your principal. The sooner an issue is known the easier it is to resolve. Stevenson-Carson School District grievance procedures are available in the negotiated contract.

All communication needs to be respectful and civil. Civil communication is marked by a lack of profanity, raised or elevated voice, or threatening behavior.

Communication

Please read the weekly staff communication and other announcements—these are the primary means of communicating with all staff. It is also imperative that email is checked on a daily basis, at a minimum. Staff members should record a personal voicemail message on their phone. Voicemail should also be checked frequently and calls returned within two working days. Staff members are encouraged to check with the principal prior to sending any written communications to parents or

community members. Any document other than reference letters that is put on building or District letterhead should be cleared by the administration. Staff is asked not to talk to the media on school-related issues, unless cleared by the administration.

Copying

Copying for personal reasons is not permissible, including reimbursement of copies, according to State guidelines. Those who make public records requests may be charged for printing costs. There should be no charge for legitimate requests from parents/guardians or from other agencies engaging in the normal course of business. Administrators may use their discretion in such matters. Note: Whenever possible, please ensure you are printing/copying in black and white to reduce costs.

Custodial Requests & Care of the Building

Teachers should review their rooms on a regular basis and look for repairs that are possible safety hazards. All repair or work order requests should be emailed to the building principal and custodian. Students should take pride in their rooms and pick up trash, books, and other articles on the floor prior to leaving for the day. Please enlist your students to complete the following tasks each day in all areas of the school:

- Place chairs on top of desks or tables.
- Clear the floor of anything that would slow down the cleaning process.
- Empty pencil sharpeners into wastebaskets.
- Monitor the use of tape being placed on walls, glass, and floor. Tape that is left on any of these surfaces for an entire year will leave a "film" that is difficult to remove.
- Space and straighten the desks at the end of each day for easier cleaning.
- Contact custodial staff if extra desks or equipment are "cluttering" the room
- Place garbage cans by the door each night.
- Thank you for helping keep our school an appealing and inviting place.

For maintenance issues or support, please complete a work request form for district or building maintenance problems via the Help Desk ticket through your computer. The principal will approve and pass along to the necessary individual.

Dress

Staff members are expected to maintain a professional appearance and dress appropriate to their particular assignment. Staff members should serve as role models in grooming and appearance for students. Typically, we want to dress business casual or smart casual at school to model appropriate dress for the workplace and send a professional image to families and the community. Casual Fridays are great and there is flexibility with the extreme heat during the year, though please make sure shorts have an appropriately long inseam and are of a dress-type fabric similar to slacks (avoiding jeans). For some more information, take a look at <https://www.entrepreneur.com/article/249188>. By dressing professionally, we can show our pride in our profession.


Email Expectations

The district expects that all staff will check their e-mail on a daily basis. This will save district resources by cutting down copy costs. Please submit a Help Desk ticket if you are having problems with your email. Generally, you are to respond to emails within 24 hours, excluding weekends and holidays. When writing emails about specific students, please use student initials for confidentiality.

Emergency Procedures

Emergency drills will be held on a regular basis and include lock down, lock out, evacuation, and shelter in place. Emergency drills are held on a monthly basis. Teachers are asked to review appropriate plans and procedures with students and post them in the classroom. *Students and teachers are to exit the building at the nearest safe exit.* After leaving the building students are to move in an orderly manner to the covered area/pavilion where attendance is taken to ensure that no one is left in the building. Similar procedures are followed in the event of a bomb threat or natural disaster. Students and staff will not re-enter the building until notified to do so by the building administrator or a designee.


IN AN EMERGENCY TAKE ACTION



LOCKOUT! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual


ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness Account for students and adults Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door


ADULTS
Recover students from hallway if possible
Lock the classroom door
Close blinds
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults




SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Safety Strategy
Tornado Evacuate to shelter area
Hazmat Seal the room
Earthquake Drop, cover and hold -
Tsunami Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



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Emergency Substitute

An emergency substitute may be called AFTER regularly certificated substitute teachers have been offered the vacancy and the list is exhausted. An emergency substitute MAY NOT be your first call (WAC 181-79A-231).

An employee, who is also an emergency substitute, may only be asked by the building principal (with superintendent approval) to step out of their hired role and step into a substitute role.

Equipment Use

School equipment may not be used for personal reasons. If you need equipment for classroom use, please contact the school secretary for check-out procedures.

Emergency School Closing

In the event of school closing or other crisis information, the ParentSquare or other alert notification system will be activated by the Superintendent or their designee.

Food Allergies of Students

Responsibilities of Teachers: If you have a student in your classroom with severe food allergies, the following steps will be taken:

- Review health records as submitted by parents and physician with our school nurse.
- Students should be included in regular school activities and not excluded based on their allergy.
- Discuss field trips with parents to decide appropriate strategies for managing the food allergy.
- Alert parents in your classroom through email and other technology resources of the food allergy (without identifying the student) so that parents are aware of the need to refrain from sending food/treats that contain that food. For parents without access, notify in writing or by phone.
- Enforce the "no sharing/trading food" rule.
- School personnel should be properly trained to administer medications. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- If appropriate, alert the Transportation Director to ensure that school bus driver has symptom awareness and knows what to do if a reaction occurs.

Fund Raiser

All fundraising activities that involve district students or programs must be approved by the building administration before starting the event. Board Policy 3530, as well as state law, limits the type and scope of fundraisers that schools can operate.

Grants

Grants require district approval prior to submission. Do not wait until the last minute to get approval.

Supplemental Time Sheets (Green)

Certificated staff are required to complete supplemental time sheets for any additional time worked beyond their contract day. They are to be completed accurately. They are to be turned in to your building principal during the month the work was done. Please do not delay turning in this documentation as verification of your time worked gets difficult to obtain.

Leave Requests

Paperwork for Personal Leave, or other types of leave can be obtained from the school secretary. Personal Leave requests should be given to the principal at least 48 hours in advance and must be approved by the principal, then the District Office, before being considered approved. Additionally, once approved a substitute must be obtained.

Personal Leave should to be used wisely. If a staff member has a predictable “special occasion” (wedding, anniversary, etc.) then they need to save and plan for the event. Unpaid leave is NOT something that will typically be granted to our employees that are on 180-day contracts. They are hired to be on the job while students are in school. With breaks, weekends, and personal leave – employees should almost always be able to plan for the time away that is needed.

Mail

School business mail and inter-school mail will be placed in the teachers' boxes each day. Outgoing mail will be taken to the district office each day. If you need something mailed the same day and the mail has already been delivered to the district office, you will need to call the district office to make arrangements, and will likely need to hand carry the mailing to them for processing.

Personal Calls and Personal Cellular Phones

Staff shall not make or receive personal calls during any part of their instructional day, unless it is an emergency. Cell phones are to be turned to “silent” during student contact time. Staff should not talk on cell phones, send text messages, or access social media for personal reasons during student contact time. Classified staff are to follow the same procedures for personal cell phones and should only make personal calls or send text messages during their scheduled breaks.

Professional Resources

Professional resources provided to staff are to be returned in good condition when a staff member resigns from employment in the school/district. Staff will be responsible for the replacement cost of professional resources that are damaged or lost.

Purchasing

Prior to making any purchases you must have approval from your building principal. For audit reasons, it is preferred that you complete the requisition process.

1. Complete the requisition form with the vendor, budget code (if you know it) and desired items.
2. Remember to add 20% or the actual shipping and tax. (even if it is out of state we are still charged 7% tax)
3. Give the requisition form to the principal who will sign it, put the account code on it and give it to the secretary to process. We will process it as fast as possible. Do not wait until the last minute to place an order.
4. When you receive the items ordered, please sign the packing slip and give it to the secretary.

Sexual Harassment Policy

Our schools are committed to maintaining a learning environment that is free from sexual harassment and all related actions, and where all students/staff can work and study together comfortably and productively. SCSD prohibits any form of sexual harassment. Please see the Board Policy for a detailed explanation.

Solicitation of Donations

Teachers are not to solicit donations from parents or businesses without principal approval. Requesting donations from parents or businesses should be done on a limited basis.

Staff Leave/Substitutes

AESOP/FRONTLINE is our substitute and leave management system. It is important that staff members enter their leave into AESOP/FRONTLINE in order to get a substitute. If you need help getting your access into AESOP/FRONTLINE, please talk to the school secretary. Managing your AESOP/FRONTLINE account and posting a substitute need is the responsibility of the staff member taking leave.

Staff leave is addressed in the respective negotiated agreement. Staff members should notify the building principal and school office as soon as possible regarding absences, as well as complete the leave request paperwork and on AESOP/FRONTLINE (our substitute management system). In addition, the staff member must submit the request in AESOP/FRONTLINE immediately in order to begin the search for a substitute.

When an employee will be absent from work due to illness, the employee shall give notice to the principal/designee not later than one hour before contract time of the first day of illness. If notice is given after the school office has closed for the day, the employee will immediately contact the principal or secretary through phone call, text message, or communication application instant message (ParentSquare). Employees will share the probable date of return and immediately enter the absence into AESOP/FRONTLINE to begin the search for a substitute.

Any employee returning from any illness leave of five (5) consecutive days or more, whether or not compensated benefits have been paid, may be required to submit to a medical examination or medical evaluation as to fitness for the duties of the position before returning to work.

For planned absences, once you have received approval to take time off, please make sure that a substitute has been assigned to your AESOP/FRONTLINE request before finalizing your plans to be off. It is crucial that we have coverage for your students.

Substitute information and lesson plans should be kept where the secretary can find the information quickly for the substitute. Information regarding assignments for absent students should be included.

Staff-Student Boundaries

In a professional staff/student relationship, school employees 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 school employee 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 school employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship. Please refer to board policy and procedure 5253 for further information.

Student Use of Classroom Phones

Students are NOT to use classroom phones to arrange for after school “social” plans. Staff should monitor closely any phone calls made by a student to their parents. Students are NOT to call their parents from the classroom if they feel ill. The office will be in charge of any calls related to student health.

Students Feeling Ill

Teachers are encouraged to use their best professional judgment in determining the need to send a student to the office when the student complains of not feeling well. It is better to err on the side of caution, but please do evaluate the situation closely before making this decision. If there is a concern about COVID symptoms, please call the office.

Substitute Plans

All Substitute Plans should include:

- IEP
- 504
- Medical
- Class List
- Class Expectations
- Arrival/Departure Protocols
- Daily Schedule

Detailed lesson plans using the template: https://www.scsd303.org/for_staff/forms

Teachers should submit to the office at the beginning of each quarter Emergency Sub Plans. This should be at least 1-2 days of activities that can be used with your class should you not be able to come in unexpectedly and you are unable to make regular sub plans.

Please encourage your substitute to consult with grade level, team teachers, or the school secretary if there are questions.

Student Records

All student records are confidential and should be kept in the office. Sensitive records are locked and secured in the office.

Timesheets

Classified staff are required to keep an accurate timesheet of their worked hours. They are to be turned in to their building secretary on the last working day of the month. If any changes are needed after the timesheet is turned in, employees are to contact Payroll directly.

Transporting Students

As required by state law, staff members must complete requirements in order to transport students. It is strongly recommended that staff do not transport students in their personal vehicles. Please contact the transportation director for more information.

Technology /Email

Staff are to follow the Acceptable Use Policy for all technology devices.

- Staff should not access social networking sites during student contact time for personal use.
- Employees shall have no expectation of privacy when using district email or other official communication systems.
- Email messages shall be used to conduct approved and official district business and may be pulled for a public records request.
- All employees must use appropriate language in all messages.
- Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.
- Any email or computer application or information in district computers or computer systems is subject to monitoring by the administration.
- The district retains the right to duplicate any information in the system or on any hard drive.
- Employees who violate district computer policies are subject to disciplinary action up to and including termination.
- Staff are always to use the "blind carbon copy" (BCC) option when emailing more than one parent to protect the privacy of the parents and the student.
- Also, staff should always use extreme caution when writing emails to make sure that the intended recipient receives the email.
- Staff are responsible for the security and care of any technology equipment provided to them (i.e. laptops, iPads, clickers, document cameras, etc.) and are responsible if an item is damaged or lost while in their possession.
- Never shut your laptop cover and transport it to another place in the building without POWERING DOWN or making sure your power options are set to "Sleep Mode" anytime you close the lid. If you move your computer and it is not "asleep" or "powered down", the hard drive is still spinning and you could damage the hard drive and lose EVERYTHING on your computer!

- NEVER place anything heavy on top of your laptop! Also, NEVER leave your laptop in your car during extreme temperatures—either hot or cold. This can cause severe damage to the device.
- Finally, always secure your technology by logging off and putting it in a secure location to prevent access by unauthorized individuals or theft.

For IT support, please use the Help Desk ticketing on your computer.

District Notices

Sexual Harassment Policy

See the District policy and procedures (Board Policy 5011 and 5011P) regarding sexual harassment.

Prohibition of Harassment, Intimidation, and Bullying Policy

See the District policy and procedures (Board Policy 3207 and 3207P) regarding the prohibition of harassment, intimidation and bullying.

Workers' Compensation

The District is a member of the Workers' Compensation Trust with ESD 112. If you are injured at work, you must report the injury to your supervisor **and** fill out a district form. Call ESD 112 at (360) 750-7504 for the forms required of the doctor or hospital.

Asbestos Management Plan

We have a copy of the Asbestos Management plan in each building office. If you would like to review this plan, please see your building principal.

Drug-Alcohol Program Notification

The use of illicit drugs and unlawful possession and use of alcohol is wrong and harmful. Staff are prohibited from the unlawful possession, use, and/or distribution of illicit drugs and alcohol on school premises or at any time when it can be reasonable to assume that they are working as an employee of the Stevenson-Carson School District (i.e., at any school-related activity).

Discipline sanctions (consistent with local, state and federal laws) will be strictly enforced for any employee found to be in violation of the District drug/alcohol policy. In most cases, this will mean termination of employment from the Stevenson-Carson School District. Legal authorities will be contacted in all cases where illegal acts are, or have been, committed. Compliance with these standards of conduct is mandatory for continued employment in the Stevenson-Carson School District.

HIV/HBV

According to WAC 296-62-08001 and 08050, employees whose primary job assignment creates a reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials must be provided with specific training, protective equipment, and an opportunity to receive Hepatitis B vaccination.

To fulfill the requirements of this legislation, the District has reviewed all District job descriptions in an effort to determine the positions afforded these extra precautions. As outlined in the District's Infectious Disease Control Plan, the following positions have initially been designated as having high-risk primary job functions:

1. All Special Education staff providing services to self-contained Special Education students;
2. All Special Education staff providing services that usually require daily care of student body fluids;
3. All custodial staff.

If you presently fill one of these positions, we want to be sure you are aware of this option. This immunization process requires approximately three shots over a number of months with a blood check to verify immunity. The cost of this process will be paid by the District.

Rental Vans/Cars

As a reminder, Washington Administrative Code states that equipment used to transport students shall not exceed a seating capacity of nine (9) passengers plus the driver. This determination can be made by checking the vehicle identification plate to determine how many passengers it was rated to transport as delivered from the factory; i.e., a vehicle may not be used that shows a seating capacity on that ID plate of more than ten (10) total passengers. Any vehicle that exceeds these specifications shall be considered a school bus and must then meet all of the specifications applicable to school buses. Please keep this in mind when planning the use of vehicles such as the rental vans for activities where students will be transported

Drivers

Any person, other than a bus driver, who transports students for school activities in a District or private vehicle must have a valid driver's license issued by the state department of licensing, or state of residence, driving abstract, proof of insurance, written assurance of physical health, a brief driver's training to acquaint drivers with the vehicle, a signed statement declaring no violations regarding students, and a signed statement of knowledge of emergency driving procedures. Such drivers may only operate vehicles with a seating capacity of ten (10) or less and may not drive students on scheduled routes between home and school.

Annual Pesticide Application Notification

The District complies with all legal requirements for record keeping regarding the application of pesticides to school property. Persons desiring to receive notification prior to application of a pesticide should contact the District Office and request to be placed on a pre-notification list. Appropriate signs shall be placed in the location of the application. Pre-notification is not required if the school grounds or facilities will not be occupied by students for two days following application of the pesticide (Board Policy 6895).



Staff Signature Form

Employee Printed Name: _____

Site: ☐ SES ☐ CES ☐ WRMS ☐ SHS

I have received and had an opportunity to reviewed a copy of the Staff Handbook including district notices. In addition, I have reviewed a copy of the District's Family-Student Handbook and my employment group's Collective Bargaining Agreement. I acknowledge that I am responsible for knowing the content of these materials and conducting myself accordingly.

I know that if I have any questions or concerns, I can bring them to my building principal, or appropriate supervisor.

My signature does not imply agreement, only that I have received/have access to this information.

Employee Signature: _____

Date: _____

PLEASE RETURN THIS PAGE TO SCHOOL SECRETARY.