

CONCRETE SCHOOL DISTRICT NO. 11

EMPLOYEE



HANDBOOK

MISSION

We are committed to whole student development by providing a wide range of educational options to support diverse life choices.

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TO OUR EMPLOYEES

This handbook does not constitute an expressed or implied contract for employment. At any time any provision in this handbook may be changed or deleted at the sole discretion of Concrete School District No. 011. The provisions of this handbook are designed to serve as general guidelines rather than absolute rules. Concrete School District reserves the right to deviate from these guidelines.

ABOUT THE DISTRICT

Concrete School District serves a student population of about 490 students in one elementary school (Pre-School through Grade 6), one high school (Grades 7 through Grade 12), one alternative high school (Grades 7 through Grade 12). We employ about 38 teachers and administrators who are each dedicated to the field of education. In addition, we employ about 54 full-time equivalent support staff who provide essential services to the successful functioning of the District and its programs.

Concrete School District enjoys very strong support from parents, PTO's, the Booster Club, a variety of community service organizations, as well as local and county public agencies. Our community also provides consistent support for school levies.

BOARD OF DIRECTORS

The Board of Directors of Concrete School District consists of five members, elected by ballot by the registered voters of the district. The Board of Directors must approve all new permanent employees before their employment is considered official.

SCHOOL BOARD MEETINGS

The School Board is comprised of five directors representing the District. Their collective job is to set policy that governs the district. The Superintendent is the School Board's Secretary. Meetings are held twice a month.

Work Sessions:

On the Monday preceding the board meeting, work sessions are scheduled and open to the public. They are held in the high school commons and attended by the five directors, Superintendent and building Principals. The upcoming school board agenda is discussed, occasional presentations are made and information is gathered relating to the agenda topics. No decisions are made at the work sessions.

Regular Meetings:

Regular monthly school board meetings are held on the last Thursday of the month in the high school and beginning at 6 pm. The public is encouraged to attend. These are decision-making meetings.

Agenda:

The Superintendent, with input from the Board Chair, will develop the monthly agenda. The school board agenda is distributed the Friday preceding the work session

STRATEGIC PLAN PROCESS:

In 2018 the Concrete School District Board of Directors invited volunteers to work together to design a Mission Statement, Vision Statement, and Belief Statement for the Concrete School District. Those serving on the team represented families, school personnel, students, businesses, local governments, community members and organizations to develop a strategic plan. The outcome was positive and will continue to be a joint effort between the Strategic Plan Team Members and the School District Personnel. A five-year strategic plan was adopted by the Concrete School Board of Directors in August 2018.

Goal #1

Partner with teachers and parents to provide diverse learning strategies.

Goal #2

Provide opportunities for every student to be engaged in activities or sports that foster strong interpersonal skills and leadership.

Goal #3

Actively seek strategic involvement and partnerships with parents and the community.

Goal #4

Ensure each student clearly demonstrates the employability skills required to support their career and has the opportunity to integrate their career interests with the community.

Goal #5

Identify and develop partnerships with organizations to support meeting students' basic needs.

Goal #6

Implement a fiscal focus on facilities and infrastructure which creates a safe, positive climate for student learning.

AFFIRMATIVE ACTION

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discriminate with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identify, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability and provides equal access to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. The district is a smoke-free/drug free workplace. Inquiries regarding compliance and complaint procedures can be directed to:

Affirmative Action/Title IX/ADA/Section 504 Officer

Wayne Barrett, 45389 Airport Way, Concrete WA 98237 (360) 853-4000

ADA/Section 504 Officer

Linda Joens, 45389 Airport Way, Concrete WA 98237 (360) 853-4025

SPECIAL SERVICES

Concrete School District supports students in many ways. Concrete Elementary is a Schoolwide building, which means that Concrete School District receives federal funding to help support struggling students. This is done through programs in reading, writing and math. We also offer special education, Section 504, homeless, Learning Assistant Programs (LAP), and gifted programs. If you feel your child needs extra help to learn, please contact your child's teacher. The director of each of these student programs is Leilani Thomas, who can be reached at 853-4008.

APPEARANCE

We take pride in the appearance of our staff and students. Your dress reflects pride in yourself and your conduct. It also reflects the quality of the school, ones work and ones profession.

As representatives of our school, staff is expected to dress and groom themselves in a clean and appropriate manner, which will not disrupt the normal process of education or abuse the rights of others.

CASH HANDLING

All school district funds collected by school district employees from whatever source, such as student fees, fines and damages, rentals or sale of school breakfast and lunches and milk are to be receipted at the time of collection on a district receipt form or other approved source document and shall be deposited intact in an authorized bank account without delay by each school. Intact means that total cash received must match total cash deposited and total checks received must match total checks deposited.

At least once a week, the money collected will be reconciled and transmitted to the District Fiscal Assistant accompanied by a financial report giving all pertinent detail. Upon final reconciliation, the Fiscal Assistant will transmit all monies to the County Treasurer for deposit in the appropriate district fund.

CODE OF CONDUCT

The goals of this policy are to protect the health, safety and general welfare of students, to assure the citizens of Washington State that education practitioners are accountable for acts of unprofessional conduct and to define and provide notice to education practitioners in Washington of the acts of unprofessional conduct for which they are accountable. Violations should be reported to a supervisor and will receive prompt follow-up.

The Code of Professional Conduct for Education Practitioners (Teachers, Educational Staff Associates and Administrators) is contained in Chapter 180-87 of the Washington Administrative Code. The purpose of this chapter establishes policies and procedures related to reprimand, suspension and revocation actions respecting certification of education practitioners in the State of Washington for acts of unprofessional conduct.

Effective June 10, 2004, all applicants for Certificated and Classified positions in the Concrete School District will be required to complete the Washington State Sexual Misconduct Disclosure Release Form prior to being hired per RCW 28A.400.301. If you have questions please call 360-853-4000 and ask to speak to the Superintendent.

COLLECTIVE BARGAINING GROUPS

Most employees of the Concrete School District fall within three collective bargaining groups or are considered non-represented, exempt employees:

Upper Skagit Valley Education Association (USVEA), (part of Washington Education Association)

This association represents all non-supervisory certificated employees such as teachers, counselors, psychologists, and other certificated specialists. The USVEA representatives bargain with respect to wages, hours, and terms and condition of employment with the District Superintendent and the School Board. The group representative will contact all new non-supervisory certificated employees for membership. There will be a monthly payroll deduction for union dues.

Public School Employees of Concrete School District (PSE), (part of Public School Employees of Washington State)

This bargaining unit consists of all classified employees in the general job classifications: grounds/custodial/maintenance, food services, transportation, para-educators, secretarial, and support services. There will be a monthly payroll deduction for union dues.

Upper Skagit Coaches Association (USCA)

This bargaining unit consists of all persons employed as coaches.

Non-Represented Employees

This group of employees consists of all district administrative office personnel as well as other district employees who do not fall within the PSE bargaining group such as the Administrative Assistant, and the Fiscal Assistant. This group does not collectively bargain with respect to wages, hours, and terms and condition of employment.

Administrative Team

This group of administrative staff consists of the Transportation Supervisor, Facilities Supervisor, Technology Supervisor, Business Manager, Director of Special Education, Elementary School Principal, Secondary School Principal, and Superintendent. The administrative team meets on a regular basis once a month.

COPYRIGHT COMPLIANCE

Federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audiovisual or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district’s copying procedures and obey the requirements of the law. Refer to district policy for additional compliance regulations.

DOCUMENTATION OF EDUCATION AND EXPERIENCE FOR CERTIFICATED AND CLASSIFIED EMPLOYEES

It is the responsibility of the employee to ensure all applicable official documents pertaining to education and previous work experience is on file in the district office. This information determines appropriate placement on the respective salary schedule for the employee and provides the necessary documentation for state reporting of personnel. It is each employee’s responsibility to review his/her placement on the salary schedule and to ensure that it is accurate.

DRUG - FREE SCHOOLS, COMMUNITY AND WORKPLACE

No employee of Concrete School District, whether engaged in work in connection with a federal grant, or any of the work of the school district, shall unlawfully manufacture, distribute, dispense, possess or use or be under the influence on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed on employees who violate these standards of conduct.

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

information, refer to district policy 5201 on file in the district office and in each school building and the Concrete School District web site.

EMERGENCY CLOSURE

In the event of inclement weather, the Transportation Supervisor and Superintendent may order the closure or delays in the school day. The school superintendent and the transportation supervisor will monitor all road conditions early in the morning and generally make a determination regarding school closure or a school delay at approximately 6:00 am. The Transportation Supervisor will notify the Public Schools Emergency Communications System (PSECS) network which then contacts the radio and television stations of the district's plans.

The Transportation Supervisor will immediately notify bus drivers and bus monitors, the Superintendent will notify district administrators and the administrators will initiate their respective building/department telephone tree. Activities scheduled on days when school is closed will be cancelled and rescheduled and the Athletic Director will be responsible for contacting all affected parties. Pending express approval of the Superintendent, no team or individual will compete on this day. Practices will be held only after consultation with the Athletic Director or the Building Principal.

If the start of the school day is delayed, a decision regarding all after school activities will be made prior to noon by the Superintendent after consultation with the Athletic Director, Principals and Transportation Supervisor. Whether school is cancelled or delayed, transportation will not be provided for Preschool and Head Start programs.

There may be cause to release students from school early due to severe adverse weather conditions. The superintendent will make this decision based upon available input and evidence. Because parent's work and transportation from many bus stops is difficult when an early release takes place, students will be kept at school unless weather conditions have deteriorated. If school is closed early, each building principal will implement emergency closure plans and the PSECS network will be notified.

Changes in the school day can be monitored by tuning into a favorite radio or television station that broadcasts in the general area.

HAZARDOUS COMMUNICATION (HAZCOM)

Chemicals pose a wide range of health hazards (such as irritation, sensitization, and carcinogenicity) and physical hazards (such as flammability, corrosion, and reactivity). OSHA's Hazard Communication Standard (HCS) is designed to ensure that information about these hazards and associated protective measures is disseminated to workers and employers. This is accomplished by requiring chemical manufacturers and importers to evaluate the hazards of the chemicals they produce or import, and to provide information about them through labels on shipped containers and more detailed information sheets called safety data sheets (SDSs). The district offers annual training for all potentially exposed employees.

KEYS AND SECURITY CODES

The district has a standardized system of key control and security code control. Serious consequences could arise out of the loss, duplication of, or misuses of keys, as well as the inappropriate use of security codes. Losses to property, jeopardy of the safety of students and staff, vandalism, theft, or acts of violence are examples of serious consequences when access to facilities is not strictly controlled.

Employees will be assigned keys and codes based on their need to have access. Any employee assigned a key and/or a security code will be held responsible for appropriate use of keys and codes. No students will be assigned or given keys or codes, either temporarily or on an ongoing basis. Employees will be trained in the use of the security system. Loss of keys will result in a financial cost to the individual assigned the keys.

LEGAL NOTICES

Non-Discrimination Disclaimer

The Concrete School District 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 of America and all other designated youth groups listed in the Title 36 of the United State Code as a patriotic society. The following employees have been designated to handle questions and complaints of alleged discrimination: Wayne Barrett is the Affirmative Action Officer and the Title IX Officer, (360)853-4000; Leilani Thomas is the Title 1A and Special Education Director, (360)853-4008; Building Counselor are the 504 Coordinator's, Linda Joens (High School) (360) 853-4025. Leilani Thomas is the Compliance Coordinator and the Homeless Liaison, (360)853-4008. Concrete School District's address is 45389 Airport Way, Concrete WA 98237.

How to file a Citizen Complaint for Federal Program

www.k12.wa.us/Title1/CitizenComplaintFederalPrograms.aspx

Child Find

Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify and refer as early as possible all young children with disabilities and/or children who meet the McKinney-Vento definition of homeless. We are also seeking nominations for our Gifted Program as well. If you know of a child who lives within the Concrete School District who is newly born to five years old and who might need special education services, or children who might be homeless, or a child you believe is gifted in learning, please contact Leilani Thomas, Executive Director at (360)853-4008.

Parent Involvement Opportunities

Anyone who would like to volunteer in our schools (classroom, field trips, library, working committees, sporting events, etc.) may contact the elementary, the high school or the district office for a volunteer application and/or information. You may contact the district office at (360)853-

4000, the elementary at (360)853-4110 or the high school at (360)853-4015. If you would like more information on the parent involvement policy #4130 you may access our website at www.concrete.k12.wa.us and then click on parents, Title 1, then click the parent involvement link. We appreciate your interest in volunteering.

District Website

Please visit our district website, www.concrete.k12.wa.us, for more information about your child's school district. If you are not finding what you need, please call your child's principal. 7-12 High School, (360)853-4015 or P-6 Elementary (360)853-4110.

Educational Programs

Title 1, A Part A is a federal program that serves the unique needs of children – pre-school to grade 12 – who struggle to learn. Title 1 programs and services enrich time at school with customized instruction and curriculum that helps these students meet academic standards and take an active, engaged interest in what they learn and can do. Please contact Leilani Thomas at (360)853-4008 if you have any questions.

LAP (Learning Assistance Program)

LAP programs serve eligible students who need academic support for reading, writing, math, or who need readiness skills to learn these core subjects. With special emphasis on reading literacy in the early grades, schools use their state LAP funds to deliver supplemental services that give these students the strong start they need for academic success. Please contact Leilani Thomas at (360)853-4008 if you have any questions.

McKinney-Vento (Homeless)

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. Please contact Leilani Thomas, our homeless liaison, at (360)853-4008 for more information.

Section 504 Compliance

The Concrete School District makes every effort to comply with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities. A child is a qualified disabled person if he or she is between age 3 to 21 and has a physical or mental impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and/or working. If you feel that your child is a qualified disabled person outlined above and needs special help in school, please contact Linda Joens at (360)853-4025.

Highly Capable

What is a Highly Capable Learner?

A Highly Capable (HC) Learner is defined as “a student who has been assessed to have superior intellectual ability as exhibited by cognitive ability, specific academic achievement, and exceptional creativity” (OSPI, 2009).

The Highly Capable Program Consists of What Grade Levels?

The Highly Capable Program offers enrollment to students K-12.

Identifying Highly Capable Learners

Students can be referred to the Highly Capable program by educational staff, teachers, and parents. A referral to the Highly Capable program does not guarantee enrollment.

Is Parent Approval Required?

YES. Parents are required to give written permission before testing, identifying and placement.

What Type of Testing will be done?

Students will be required to participate in several different types of tests. Testing will include but is not limited to the Woodcock Johnson IV, Kaufman Brief Intelligence Test 2 (KBIT2), and SIGS. Tests will be administered by the school psychologist. Additional data will be collected for review: grades, state assessments and district assessments.

What Does the Program Offer?

Students identified as Highly Capable will be taught by Highly Capable teachers, who will individualize their instruction to accommodate the educational needs of the identified students. Students enrolled in the Highly Capable program may be provided opportunities for accelerated learning, grouping arrangements that provide intellectual and interest peer group interactions, K-12 cooperative agreements between schools and institutions of higher education, and/or mentorships and career exploration opportunities. Please contact Leilani Thomas at (360)853-4008 if you have any questions.

Highly Effective Staff

A parent's right to know information about a teacher's qualification as required by No Child Left Behind [Section 1111(6) (A) ESEA]:

At Concrete School District, we are proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-effective education. As a Title 1 district, we must meet federal rules related to teacher qualification as defined by Every Student Succeeds Act, ESSA. These rules allow you to learn more about your child's teacher's training and credentials. We are happy to provide this information to you at any time, you may ask:

- ✚ Whether the teacher met state qualification and certification requirements for the grade level and the subject she/he is teaching.
- ✚ Whether the teacher received an emergency or conditional certificate through which the state qualifications were waived, and
- ✚ What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.
- ✚ You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualification.

Our staff is committed to helping your child develop the academic knowledge and critical thinking skills that she/he needs to succeed in school and beyond. That commitment includes making sure that all of our teachers are paraprofessionals are highly skilled.

If you have any question about your child's assignment to a teacher or paraprofessionals, please contact Leilani Thomas, Executive Director, at (360)853-4008.

Nondiscrimination and Affirmative Action

Nondiscrimination

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "Grievance" will mean a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. A complaint will mean a charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. A respondent will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint to this and, the following steps will be taken:

Affirmative Action Plan

In order to secure an equitable solution to a justifiable complaint the district will:

- A. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, persons with disabilities, ethnic minorities, women and Vietnam veterans in the various job categories.
- B. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district will continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.
- C. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district will continue to use aged, persons with disabilities, ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff will be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district's work force. Recruitment from colleges and universities will include institutions with high percentages of students of various ethnic minorities.
- D. Contract and purchase all goods and services from persons, agencies, vendors, contractors and organizations who comply with the appropriate laws and executive orders regarding discrimination.
- E. Take appropriate action to attract and retain aged, persons with disabilities, ethnic minorities, women, and Vietnam Veterans at all levels and in all segments of the district's work force. Criteria for selecting staff will be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there will

be no preferential employment practices based on race or gender.

F. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

Implementation of the affirmative action plan will be the responsibility of the superintendent. Administrators will assist in the attainment of the established goals and purposes of this affirmative action plan.

Dissemination

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan. Affirmative action information will be disseminated by:

- A. Printing and distributing such information to staff, school libraries and offices;
- B. Publicizing such information in district newsletters;
- C. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
- D. Conducting faculty meetings and meetings with classified staff;
- E. Informing appropriate and interested recruiting and hiring sources; and
- F. Informing all representative staff groups in the district.

Male/Female Balance and Staff Goals

The district shall see that measurable efforts are made in the utilization of women for higher levels of responsibility in both certificated and classified positions. The district shall make good faith effort to recruit, interview and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, school and level of operation. Preferential or adverse employment practices, including demotions or termination shall not be used to meet stated goals or time lines.

Administrators

Goal: To place females in administrative positions.

Objectives: To place females in administrative positions as they become available which falls within a range of 50 % men and/or women, without using preferential employment practices.

To identify qualified potential candidates from outside the district for consideration for future openings.

Principals and Assistant Principals

Goal: To place females in principal positions.

Objective: To place females in principal and assistant principal positions as they occur and trained women are available, without using preferential employment practices.

Teachers, Elementary or grades K-8

Goal: To provide each student with the opportunity to experience both male and female homeroom teachers during the primary as well as the intermediate grades.

Objective: To achieve a staff which falls within a range of 30 % men and/or women in the primary as well as the intermediate grades at each school, without using preferential employment practices.

Teachers, Secondary or grades 9-12

Goal: To provide students with the opportunity to work with male and female staff in both curricular and extracurricular activities.

Objective: To maintain a staff which falls within a range of 50% men and/or women for classroom teachers and activity supervisors, without using preferential employment practices.

Support Staff — Certificated and Classified

Objective: To achieve a staff which falls within a range of 50 % men and/or women, without using preferential employment practices.

Ethnic Minority Balance and Staff Goals

The profiles of the district's current student ethnic minority population and the district's current ethnic minorities (American Indian/ Native American, Asian, Black, and Hispanic) are set forth in the district utilization analysis. By the commencement of the 2020-2021 school year the district will strive to achieve a rate of employment for ethnic minorities in both certificated and classified areas as indicated in this plan, without using preferential employment practices. These goals are a utilization level for certificated staff, at least equal to the percentage of ethnic minority student enrollment within the district; for classified staff a utilization level of at least 9 %, a figure based upon relevant availability figures in the Skagit County statistical area. Final and interim goals are set out in this procedure. The district will see that measurable efforts are made in the utilization of ethnic minorities for higher levels of responsibility in both certificated and classified positions, without using preferential employment practices. The district will make good faith effort to recruit, interview and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

Administrators

Goal: To place ethnic minorities in administrative positions, without using preferential employment practices.

Objectives: To place ethnic minorities in administrative positions as they become available to progress toward the percentage of ethnic minorities in the current ethnic minority student enrollment.

To identify qualified potential candidates from outside the district for consideration for future openings.

Principals and Assistant Principals

Goal: To place ethnic minorities in principal positions.

Objective: To place ethnic minorities in principal and assistant principal positions as they occur and trained applicants are available, without using preferential employment practices.

Teachers: Elementary or grades K-8

Goal: To provide each student with the opportunity to experience ethnic minority homeroom teachers during the primary as well as the intermediate grades, without using preferential employment practices.

Objective: To achieve a staff of primary and intermediate teachers in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment.

Teachers: Secondary or grades 9-12

Goal: To provide students with the opportunity to work with ethnic minority staff in both curricular and extracurricular activities.

Objective: To maintain a staff of classroom teachers and activity supervisors in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

Support Staff - Certificated and Classified

Objective: To achieve a staff of certificated and classified support staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

Aged Balance and Staff Goals

The profile of the district's current age distribution of certificated and classified staff is set forth in the district utilization analysis. By the commencement of the 2020-2021 school year, the district will strive to achieve a rate of employment for age categories for both certificated and classified staff as indicated in this plan. The district will make good faith effort to recruit, interview and employ individuals consistent with the commitment to nondiscrimination and affirmative action providing the prospective staff member meets the requisite standards for the specific position.

Administrators

Goal: To identify administrative positions where age is not a barrier to performance.

Objective: To create opportunities for older prospective staff to work on a part-time basis when it would not deter the district's operations.

Teachers

Goal: To provide opportunities for students to work with older staff in both curricular and extracurricular activities.

Objective: To create opportunities for older staff to work on a part-time basis in those situations where the staff member can serve as a role-model to the student or can share his/her breadth of experience.

Support Staff - Certificated and Classified

Goal: To identify positions in the district, either full-time or part-time, where age does not limit the performance of the prospective staff member.

Objective: To place prospective staff who desire to work in positions where they are able to meet the expectations and/or needs of the district.

Persons with Disabilities and Staff Goals

The profile of the district's current distribution of certificated and classified staff with identified disabilities conditions is set forth in the district utilization analysis. By the commencement of the 2020-2021 school year, the district will strive to achieve a rate of employment for handicapped staff in certificated and classified areas as indicated in this statistical area. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district's commitment to nondiscrimination and affirmative action providing the prospective staff member meets the requisite standards for the specific position.

The ratio of placement will be equal to the ratio of employable persons with disabilities as compared to the persons without disabilities in the statistical area.

Administrators

Goal: To identify administrative positions where a disability is not a barrier to performance.

Objective: To place administrators with disabilities in assignments when it would not deter the district's operations.

Teachers

Goal: To provide opportunities for students to work with teachers who have disabilities in both curricular and extracurricular activities.

Objective: To place teachers with disabilities in assignments when it would not impair the instructional program.

Support Staff - Certificated and Classified

Goal: To identify positions within the district where a disability does not limit the performance of the prospective staff member.

Objective: To place support staff with disabilities in assignments when it would not deter the district's operations.

Internal Audit And Monitoring System

The superintendent's office, in compliance with WAC 162-12, "Pre-employment Inquiry Guide," will record by age, race, sex and other protected groups applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations. An analysis will be made of the internal and external work force availability of aged, persons without disabilities, ethnic minorities and women.

The district will evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board semiannually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office. The duties include:

- A. Analysis of the categories of employment in relation to affirmative action goals;
- B. Analysis of work force data and applicant flow;
- C. Maintaining records relative to affirmative action information;
- D. Preparation of semiannual reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
- E. Identifying in a written report to the superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program; and
- F. Keeping the superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

Grievance Procedure

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures.

A. Grievance means a complaint which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.

B. Complaint means a written charge alleging specific acts, conditions or circumstances which are in violation of the anti-discrimination laws. 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, email, or hand delivered to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

C. Respondent means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with their right to file a grievance under this procedure and from retaliating against an individual for filing such a grievance.

A. Informal Process for Resolution

When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the district will notify complainant of their right to file a formal complaint.

B. Formal Process for Resolution

Level One: Complaint to the District

The complaint must be set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation. The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written 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 decision of the superintendent or designee will include: 1) summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found,

corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. 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.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two - Appeal to Board of Directors

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may file 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 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. 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 of the board will be provided in a language 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

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.

1. 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.
2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination 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.
3. 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.

C. Mediation

At any time during the discrimination 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 discrimination 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.

D. Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the district compliance officer for a period of 5 years.

Resources

1. Wayne Barrett, Superintendent
45389 Airport Way
Concrete, WA 98237
(360) 853-4000

2. State Contacts

Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360.725.6162

Washington State Human Rights Commission
711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770

Office of Civil Rights
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

Date: 12-29-00; 06-30-2010; 11-2015; 11-28-18

CONFIDENTIAL COMMUNICATIONS

The board recognizes that school staff must exercise a delicate balance regarding the treatment of information that was revealed in confidence. A staff member may, in his/her professional judgment, treat information received from a student as confidential while at other times decide to disclose what was learned to the school administration, law enforcement officers (including child protective services), the county health department, other staff members or the student’s parents. The staff member should advise the student regarding the limitations and restrictions regarding confidentiality. The student should be encouraged to reveal confidences to his/her parents. If the staff member intends to disclose the confidence, the student should be informed prior to such action.

The following guidelines are established to assist staff members in making appropriate decisions regarding confidential information and/or communications:

- A. Information contained in the student's cumulative record folder is confidential and is only accessible through the custodian of student records. Information secured through the authorization of the records custodian shall remain confidential and be used only for the purpose that its access was granted.
- B. While certain professionals may have a legal confidential relationship as in attorney-client communications, school staff members including counselors (except licensed psychologists) do not possess a confidentiality privilege.
- C. A staff member is expected to reveal information given by a student when there is a reasonable likelihood that a crime has or will be committed, (e.g., child abuse, sale of drugs, suicidal ideation).
- D. A staff member shall exercise professional judgment regarding the sharing of student disclosed information when there is reasonable likelihood that the student's welfare may be endangered.
- E. If district officials determine there is a specific threat to the health or safety of a student or any other individual, it may disclose otherwise confidential student information to appropriate parties, as allowed by the Family Educational Rights and Privacy Act (FERPA).
- F. A staff member is encouraged to assist the student by offering suggestions regarding the availability of community services to assist a student in dealing with personal matters, (e.g. substance abuse, mental illness, sexually-transmitted diseases, pregnancy). The staff member should encourage the student to discuss such matters with his/her parents. Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others.

Cross References:	Board Policy 2140	Guidance and Counseling
	Board Policy 2121	Drug and Alcohol Use/Abuse Program
	Board Policy 3231	Student Records
	Board Policy 4040	Public Access to District Records
	Board policy 5260	Personnel Records
Legal References:	RCW 26.44.030	Reports – Duty and authority to make – Duty Of receiving agency

Concrete School District
Adoption Date: 07-28-98
Updated:
Revised: 11-29-10

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Concrete Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between staff members 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 schools.

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

The Concrete Board of Directors supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy #5253.

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.

The Districts Facilities Supervisor shall be responsible for recording pesticide usage and include it in the annual report.

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 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 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. The pre-notification is not required in the case of an 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 facilities, 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; 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 the landscape recently has been treated with a pesticide and provide a 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, and algae). These notices are not required for the placement of insect or rodent bait that are not accessible to children.

APPROVAL OF CREDIT PROCESS

Credits earned after September 1, 1995 must meet criteria established by the 1995 Legislature before the credits can be used for placement on LEAP salary allocation documents. At the time credits are recognized by the school district the content of the course must meet at least one of the six criteria identified on this form.

1. It is consistent with the school district’s strategic plan for improving student learning.
2. It is consistent with a school-based plan for improving student learning developed under student learning improvement grants for the school in which the individual is assigned.
3. It pertains to the individual’s current assignment or expected assignment within the district for the following school year.
4. It is necessary for obtaining endorsement as prescribed by the State Board of Education.
5. It is specifically required for obtaining advanced levels of certification.
6. It is included in a college or university degree program that pertains to the individual’s current assignment or potential assignment as a certificated instructional staff of the school district where the potential of the future assignment is agreed upon by the school district and the individual.

Please consult with your building principal prior to enrolling in a class for credit/clock hours final approval by the Superintendent.

REPORTING IMPROPER GOVERNMENTAL ACTION (Whistleblower)

The district encourages the reporting of improper governmental actions by any district officers or employees and will protect employees against retaliatory employment actions for reporting improper governmental actions when the reports are made in compliance with district policy and related procedures. District officers and employees are prohibited from taking retaliatory action against an employee because the employee has in good faith reported alleged improper governmental action. Refer to district policy 5271 on file in the district office and in each school building and the Concrete School District web site.

SCHOOL TELEPHONE USE

Personal calls should be made only in an emergency, kept to a minimum, and during non-peak times. No personal long distance calls may be charged to the district. Collect calls will not be accepted by the district. **Cell phones are not to be used for personal business during class or on the job including texting.** For district-issued cell phones, refer to district policy 6250 for acceptable use. Long distance access from classrooms will require a personal ID code (PIC) that will be available from your building administrator.

SEXUAL HARASSMENT AND HARASSMENT FREE ENVIRONMENT

The district is committed to an educational and working environment free from discrimination, including sexual harassment. Employees, volunteers, parents, and students are prohibited from engaging in sexual harassment of students, employees, and others involved in school district activities. The district will take prompt, effective remedial action within its authority on substantiated reports of sexual harassment. Individuals engaging in sexual harassment will be subject to appropriate discipline or other sanctions. Refer to district policy 6590 on file in the district office and in each school building and on the Concrete School District web site.

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 Resources: 2015 – July Policy Alert

TECHNOLOGY USE AGREEMENT

Concrete School District offers staff and students access to technology such as computer hardware, computer software, electronic communications and internet access. The smooth operation of these technologies relies upon the proper conduct of the users who must understand and follow strict rules so that both students and staff have a clear understanding of their responsibilities regarding technology use in the school setting. Each student and staff will be required to sign a Technology Use Agreement authorizing their use of district technology each school year. This agreement is legally binding and indicates that the signers have read and agreed to abide by the terms and conditions specified. Penalties for violations will be immediately addressed. An agreement is included within this handbook and also available through district policy 2022 on file in the district office and in each school building and the Concrete School District web site.

TIMELINES FOR SUBMITTING AND FOR PROCESSING PAYROLL AND ACCOUNTS PAYABLE INFORMATION

Final cut-off dates for submitting invoices and payroll information to the District Office for current month processing is the fifth (5th) of each month. If you have invoices, packing slips, and/or receiving information available prior to the 5th of the month, please forward immediately upon receipt instead of waiting as this will provide an earlier start on the monthly accounts payable process. Timesheets will need to be submitted to the building/department administrator for their signature of approval and their submission by the 5th of the month to the district office for payroll processing. Exceptions to the filing timeline are during the months of November, December, and April for reasons of the shorter period of time to complete the monthly fiscal processing due to the school breaks scheduled within the respective month. During these months, please attend to accounts payable and payroll information intended for payment during the respective current month no later than the 2nd of the month. **Failure to submit timesheets could be a delay in your monthly pay.**

USE OF DISTRICT VEHICLES

District motor pool vehicles shall be used only on official business and the purchase of fuel, oil, and other such items for the vehicle will be on a district gas or district credit card. Since the intent of a district vehicle is to travel in the most cost-efficient manner, the vehicle must be considered first over any other mode of transportation. In most cases, bus transportation must be used when transporting more than 12 students. All items applicable to the travel are to be completed on an Advanced Travel/Field Trip form that can be obtained in the main office of each building. If the Advanced Travel/Field Trip form is denied the employee may then take their personal vehicle, then employee will be reimbursed after submitting a Travel Expense Claim to the District Office. Submit the completed forms to your building/department administrator/supervisor for approval and processing.

USE OF SECURITY EQUIPMENT

The Board authorizes the use of security equipment on district-operated transportation vehicles and throughout the school premises for the purpose of reducing discipline problems and providing a safe and secure environment for students, staff, and patrons. The purpose for using security equipment is to provide school officials, drivers, and parents/guardians/custodial parents with documentation when dealing with inappropriate behaviors. Disciplinary action will be in accordance with policies and procedures consistent with building policies, school board policies, and state statutes. Refer to district policy 6608 on file in the district office and in each school building and the Concrete School District web site.

EMPLOYEE ENTRANCE INTERVIEW (ORIENTATION)

Each new employee to the district is to schedule a meeting with the District's Fiscal Assistant within 10 days of their first work day to become aware of salary information, mandatory and fringe benefit programs, leave information, union membership, full-time equivalency, and payroll processing timelines. This time will prove to be quite beneficial for each new employee in terms of understanding the processes and in their selection of benefits. This orientation will also provide a barometer with respect to the status of the employee background check and applicable certification requirements.

EMPLOYEE EXIT INTERVIEW

Each departing employee is to schedule a meeting with the District's Fiscal Assistant within the 10 days prior to their departure date to ensure: all necessary paperwork has been completed; awareness of termination dates for benefit coverage; awareness and selection of programs available for continued benefit coverage after employment has ceased; to ensure all keys and other district property has been returned; and an opportunity to share comments regarding the district.

EVERY STUDENT SUCCEEDS ACT (ESSA)

Federal law states that all paraprofessionals performing instructional duties who are funded with Title I funds, including all paraprofessionals performing instructional duties working in a Title I school wide building, must meet the following specific requirements:

- 1) Must earn a secondary school diploma or its recognized equivalent and have a) completed at least two years of study at an institution of higher education (or 72 quarter credits); or b) obtained an associate's (or higher) degree; or c) met a rigorous standard of quality and can demonstrate this through a formal state or local academic assessment that measures: (1) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (2) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.
- 2) Paraprofessionals who are hired primarily as translators or solely to conduct family involvement activities do not need to meet the new requirements, except they must have earned a secondary school diploma or its recognized equivalent.

FINGERPRINTING

In June of 1992 a Washington State law was passed that requires any person hired by a school district who has regularly scheduled unsupervised access to children to be fingerprinted for a State and National background check. Since all school district employees have the potential to have access to children at the Concrete School District, all new employees must be fingerprinted. This includes all employees who have transferred to our school district from another district. They must be fingerprinted if it's been over two years since their last clearance.

The Fingerprint Process

The background check will go through the WSP and will be forwarded to the Federal Bureau of Investigation. Employee will go through the ESD 189 electronic fingerprinting and it takes 72 hours for clearance. This fee is the sole responsibility of the individual. Instructions for the fingerprint process will be made available at the time an employee is hired. Failure to be fingerprinted will result in dismissal. Results from fingerprint background checks will be kept confidential. Action taken against the employment of an individual who has had a fingerprint background check, which shows reason for dismissal, will be kept within the guidelines of the law. If you have questions please call 360-853-4000.

REFERENCE:

RCW 28A.400, RCW 28A.410.090

RCW 43.43.830 through 43.43.838, 10.97.030, 10.97.050

RCW 28A.400.320, RCW 28A.400.340

RCW 28A.645, RCW 28A.405

NEED FOR CURRENT ADDRESS AND TELEPHONE NUMBER TO BE ON FILE

At times, the district mails information to an employee at their residence. This could be in the form of training bulletins during the summer months, payroll information, W-2 information, and the like. During times of inclement weather, it becomes necessary to implement the telephone tree so staff are aware of daily plans. For these reasons, it is important that each employee maintain current address and telephone number on file with the district office and within their respective building.

PAYDATE

Payday is the last working day of the month with the exceptions of November and December, they are the last day of the month.

RETIRE/REHIRE GUIDELINES

On July 1, 2001, Engrossed Substitute Senate Bill 5001 took effect. This is commonly known as the "Retire-Rehire" Bill that prescribes the number of hours that public school retirees can work in Washington State school districts without a reduction in their retirement benefits. For the most current information regarding retire/rehire guidelines, consult the Department of Retirement Systems. For general questions please consult the district's fiscal assistant.

ACCIDENT REPORTING

Worker's compensation is an insurance program through the Department of Labor and Industries that covers job related injuries and occupational diseases. Medical costs resulting from qualifying job injuries are paid and qualifying injured employees are paid a partial wage while off work because of the job injury or illness due to on-the-job-causes. Employees are to immediately report all injuries to their Supervisor and contact Shirley Moody at 360-853-4000 to fill out an "Employee report of Accident."

When a staff member is injured on the job with a time loss, Concrete School District will grant full sick leave provided the staff member has accumulated said sick leave. For each day covered by workers' compensation, the employee may use accumulated sick leave to make up the difference between the workers' compensation payments and the employee's regular salary. In such instances, total pay shall not exceed the staff members' regular pay.

COBRA (Consolidated Omnibus Budget Reconciliation Act)

On April 7, 1986 a new federal law was enacted (Public Law 99-272, title X) which requires most state and local governments, who sponsor group health plans, to offer employees and families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end. If you are an employee of Concrete School District, you are covered by a group medical, dental, and/or vision plan and have the right to choose this continuation coverage if you lose your group health coverage because of a reduction in your hours of employment or the termination of your employment (for reasons other than gross misconduct on your part). Under certain circumstances, COBRA benefits may be available for the spouse and/or dependent child of an employee. Contact the payroll department for more detailed information regarding this benefit.

EMPLOYEE HEALTH BENEFITS

General Information

Medical – Dental – Vision – Life – Long Term Disability – Section 125 Plans – Retirement

Employees must sign up for benefit coverage in the Payroll Office within 30 days of employment or during the annual open enrollment period in September and October of each school year. After the open enrollment period, additions of family members to insurance policies may take place when there is a family status change (i.e., marriage, birth, legal adoption, divorce, death, etc). Deletions of coverage may be made at any time by completing a new enrollment form and submitting it to the Payroll Office for processing. On rare occasions additions of coverage may be made outside the open enrollment period when a spouse becomes unemployed and loses their medical coverage.

FAMILY AND MEDICAL LEAVE

Concrete School District recognizes that employees may, on occasion, need extended leave in order to care for himself or herself or for an immediate family member. The District shall provide for family medical leave for all eligible employees in accordance with the provisions of the Family and Medical Leave Act of 1993, as it and the implementing regulations currently exist and as they are hereafter amended, and related state law. Refer to district policy 5404 on file in the district office, in the payroll department, and in each school building and the Concrete School District web site.

MILITARY LEAVE

Concrete School District shall grant each staff member who is a member or spouse of a member of a United States Military Reserve Unit or a member of the Washington National Guard. The District shall provide for military leave for all eligible employees in accordance with the provisions of the Military Leave Act, as it and the implementing regulations currently exist and as they are hereafter amended, and related state law. Refer to district policy 5407 on file in the district office, in the payroll department, and in each school building and the Concrete School District web site.

LEAVES AND ABSENCES

When an employee becomes ill or injured while at work, the immediate supervisor shall dismiss the employee to go home or to a doctor.

In the case of a critical illness or injury, emergency treatment or first aid may be required. It is the responsibility of the staff to see that immediate attention is given to the victim, 911 is called, and a call is made to the victim's emergency contact. The principal, supervisor, or person in charge shall be notified and proper arrangements for medical treatment shall take place. Following any accident a written report shall immediately be completed and submitted to the immediate supervisor.

With any absence from work, the employee is expected to complete a Leave Request for all dates of absence. Aside from sudden illness and injury, absences from work need prior approval of the supervisor. Extended absences require the prior approval of the Superintendent. Leave Request Forms are available in the main office of each building or on-line.

Information regarding absences from work applicable to the Family Medical Leave Act (FMLA) or for Leave Sharing, refer to policies 5404 and 5401 respectively. For general information regarding these leaves, contact the district's fiscal assistant.

Consult appropriate negotiated agreement or School Board Policies, Series 5400, for more information regarding approved leaves.

SHARED LEAVE

Shared leave is a leave sharing plan in which eligible employees may donate excess leave for use by a staff member who is suffering from, or has a relative or household member suffering from, an extraordinary or severe illness, injury, impairment or physical or mental condition. Refer to district policy 5406 on file in the district office, in the payroll department, and in each school building and the Concrete School District web site.

STAFF IMMUNIZATION

Vaccine Requirements:

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the Board strongly urges that susceptible school staff members (including volunteers) provide evidence of immunity against tetanus-diphtheria and measles, mumps, and rubella. In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. A staff member granted an exemption for religious, philosophical or medical reasons or without an acceptable immunization record on file may be excluded, as he/she is considered to be susceptible. If excluded he/she is not eligible to receive leave benefits because of the exclusion itself. To qualify for benefits, he/she must be ill or temporarily physically-disabled.

Infectious Disease Reporting:

Employees who knowingly has contracted a medically-diagnosed reportable disease that could be transmitted in the school setting is expected to notify the superintendent immediately. A reportable disease must be reported to the local health officer. In such situations, the employee may be excluded from school by written order of the local health officer. Decisions to exclude employees from the work place shall be made only after the written concurrence of the health officer and the employee's private physician that the staff member's admittance poses significant risk to the staff member, other staff members or students.

Infection Control Program:

The hepatitis B vaccine shall be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work.

The district provides annual training to all employees with reasonably anticipated exposure to blood or other potentially infectious material. All employees shall receive district provided training on HIV/AIDS at the beginning of each year and within six months of initial employment.

For vaccine requirements, infectious disease reporting, and infection control program refer to district policy 6512 on file in the district office and in each school building and the Concrete School District web site.

PURCHASING PROCEDURES

The delivery of supplies and services on a timely basis requires that the staff person intending to use the item/service make their needs known far enough in advance to ensure that the least expensive method of ordering is utilized and that the order is initiated far enough in advance to allow the district office to ascertain if the account to be charged has unencumbered balances sufficient to cover the proposed expenditure. Ordering by telephone or fax with paperwork to follow will not be an option.

Budgetary control implies that the approved budget establishes an amount of resources to be devoted to a particular task and that these resources are to be used for only that purpose. Budgetary control also requires that spending be monitored sufficiently such that no more than the budgeted amount be spent. If circumstances suggest that more resources than budgeted are needed, then additional unencumbered funds must be found and reassigned. It is not likely that many additional funds will be available.

It is the interest of the district office to process purchase orders as expeditiously as possible. Under normal circumstances, approved purchase orders will be processed within a one-to-three-day time frame

All purchasing of supplies and services shall be done via a purchase order.

Use appropriate codes from the chart of accounts. Show percentage or dollar amount to be charged to each account. Be sure to apply at least 8.5% (8.5% is the current rate) for Washington State sales tax. Sales tax is paid even for purchases made outside the State of Washington. Also allow for sufficient shipping and handling charges.

More complete guidelines regarding purchasing may be obtained from each administrator or school secretary.

REIMBURSEMENT FOR TRAVEL EXPENSES

Travel expenses of a director, administrator, or staff member of the district incurred in the course of performing services for the district, whether within or outside of the district, may be reimbursed in accordance with the approval and reimbursement procedures of the district as defined within Policy 6213 on file in the district office and the district website. Travel reimbursement claims are to be submitted to the building/department administrator no later than the 5th of the month following the month for which they apply.

APPENDIX A



I have gone onto the Concrete School District website www.concrete.k12.wa.us, and read the 2018-2019 Concrete School District Employee Handbook.

Sign, date, and return this page to Shirley Moody that you have read a copy of the 2018-2019 Employee Handbook.

Signature

Date

Printed Signature