

Hoquiam School District Staff Handbook



Welcome Back! 2026 – 2027

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

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HOQUIAM SCHOOL DISTRICT STAFF HANDBOOK

Introduction:

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

Mission:

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

Vision:

All children are capable of success, no exceptions!

Priorities:

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

HOQUIAM PLEDGE

*Our pledge is to continue to build on the proud past for
a promising future for **ALL** students.*

We believe that:

If we cultivate **meaningful relationships** as an inclusive community based on compassion, shared empathy, and support we create a sense of belonging for all.

Continuous growth and high levels of achievement occur when staff creates an inclusive community where all **learners are engaged** in opportunities and activities.

Adaptive pathways ensure that all students have the support they need over the course of their school journey and beyond, so that they feel confident and well prepared for success in all opportunities they pursue.

When staff, families, and community partners work together to build high levels of trust through shared ownership and responsibility, we will achieve our shared goals and outcomes for ALL students as part of a **connected community**.

HOQUIAM PLEDGE

A proud past, a promising future



HOQUIAM
SCHOOL DISTRICT No. 28
Linking Learning to Life

We believe...

			
MEANINGFUL RELATIONSHIPS	ENGAGED LEARNERS	ADAPTIVE PATHWAYS	COMMUNITY CONNECTIONS
Create a sense of belonging for all	Are ready to grow and achieve	Prepare students to become future ready	Build trust and shared responsibility for student outcomes



Hoquiam School District Staff Believe.....

Collective Commitments

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

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

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

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

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

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

Now is the time. This is the work. We are the ones!

ADMINISTRATIVE AND SCHOOL INFORMATION

Hoquiam School District Office

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

[Michael Cummings](#), Superintendent (8200)
[Nikki Gwin](#), Administrative Assistant/Receptionist (8200 or 8246)
[Keith Ounsted](#), Business Manager (8209)
[Sarah Foreman](#), Human Resources Coordinator/Personnel (8203)
[James Irick](#), Teaching and Learning and Special Services Director (8417)
[Casey Gwinn](#), Special Services Secretary (8290)
[Marah Gannaway](#), Student Support Services Director (8206)
[April Wright](#), Payroll/Benefits (8208)
[Leah Johnson](#), Accounts Payable/Purchasing/Skyward (8201)
[Aubria Niemi](#), Confidential Records Clerk/Receptionist (8200 or 8244)

District Services

Food Services

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

Maintenance

335 W. Chenault Avenue
[Travis Warren](#), Director
(360) 538-8280

Technology

501 W. Emerson Avenue
[Drew Gwinn](#), Tech Coordinator
(360) 538-6521

Transportation

3030 Bay Avenue
[Ernie Lott](#), Director
[Alisha Smith](#), Office Coordinator
(360) 538-8270

School Addresses

Emerson Elementary (P-TK-K-1)

(360) 538-8240
101 W Emerson Avenue
[Brandon Winkelman](#), Principal
[Savana Larsson](#), Office Coordinator

Hoquiam Middle School (6-8)

(360) 538-8220
200 Spencer Street
[Derek Cook](#), Principal
[Jean Glasgow](#), Office Coordinator

Central Elementary (2-5)

(360) 538-8230
310 Simpson Avenue
[Shannon Patterson](#), Principal
[Lisa Munger](#), Office Coordinator

Hoquiam High School (9-12)

(360) 538-8210
501 W Emerson Avenue
[Brock Maxfield](#), Principal
[Bonnie Jump](#), Asst. Principal
[Shane Krohn](#), Athletic Director
[Geri Ford](#), Office Coordinator

Lincoln Elementary (2-5)

(360) 538-8250
700 Wood Avenue
[Jason Ihde](#), Principal
[Tracey Brownrigg](#), Office Coordinator

HomeLink (3-12)

(360) 538-8456
3003 Cherry Street
[Bonnie Jump](#), Principal
[Teresa Gladsjo](#), Office Coordinator

DISTRICT CALENDAR

2026-2027 Hoquiam School District Calendar

AUGUST

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

SEPTEMBER

20/20 Days

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

OCTOBER

21/41 Days

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

NOVEMBER

18/59 Days

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

DECEMBER

14/73 Days

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

JANUARY

19/92 Days

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

SIGNIFICANT DATES

Aug. 17-20.....New Paraeducator Training
 Aug. 24.....New Teacher Orientation
 Aug. 26.....District Day
 Aug. 27.....Building Day/Professional Development

Sept. 2.....First Day of School
 Sept. 2-4.....K-12 Family Connection Mtg.- ½ Day Release
 Sept. 7.....Labor Day- No School
 Sept. 18,25.....Early Release Fridays

Oct. 2.....Mandatory Professional Development- No School
 Oct. 9, 16, 23, 30.....Early Release Fridays

Nov. 6.....K-12 Conference Prep- ½ Day Release
 Nov. 9, 10, 12, 13.....Conferences- 1/2 day Release
 Nov. 11.....Veterans Day Recognized- No School
 Nov. 25.....Holiday/School Break-Early Release
 Nov. 26-27.....Thanksgiving Break- No School
 Nov. 20.....Early Release Fridays

Dec. 18.....Holiday/School Break- Early Release (NO PD/PLC)
 Dec. 21-Jan. 1.....Winter Break- No School
 Dec. 4, 11.....Early Release Fridays

Jan. 1.....New Years Day - Holiday
 Jan. 18.....Martin Luther King Day- No School
 Jan. 27.....6-12 Semester Prep- ½ Day Release
 Jan. 8, 15, 22, 29.....Early Release Fridays

Feb. 15.....Presidents Day- No School
 Feb. 16.....Mandatory Professional Development- No School
 Feb. 5, 12, 19, 26.....Early Release Fridays

Mar. 19.....Possible Weather Makeup Day- No School
 Mar. 26.....K-5 Conference Prep- ½ Day Release
 Mar. 30-Apr. 2.....Conferences- ½ Day Release
 Mar. 5, 12.....Early Release Fridays

Apr. 5-9.....Spring Break- No School
 Apr. 16, 23, 30.....Early Release Fridays

May 28.....Possible Weather Makeup Day- No School
 May 31.....Memorial Day- No School
 May 7, 14, 21.....Early Release Fridays

June 4.....Early Release Fridays
 June 11.....Graduation
 June 15.....Early Release
 June 16.....Last Day of School- ½ Day Release
 June 18.....Juneteenth (observed)- Holiday

FEBRUARY

18/110 Days

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

MARCH

22/132 Days

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

APRIL

17/149 Days

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

MAY

19/168 Days

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

JUNE

12/180 Days

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

Hoquiam High School- 360.538.8210
 Regular Day 8:10-2:45
 Early Release- 1:10 | ½ Day-11:15

Hoquiam Middle School- 360.538.8220
 Regular Day 8:15-2:50
 Release- 1:15 | ½ Day 11:20

Homelink Online School- 360.538.8456
Central Elementary- 360.538.8230
 Regular Day 8:25-3:00
 Early Release- 1:25 | ½ Day 11:30

Lincoln Elementary- 360.538.8250
 Regular Day 8:25-3:00
 Early Release 1:25 | ½ Day 11:30

Emerson Elementary- 360.538.8240
 Regular Day 8:25-2:50
 Early Release- 1:15 | ½ Day 11:20

Revised: 3/27/26

PRESCHOOL CALENDAR

Hoquiam School District																																																							
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- No School- Holidays/Breaks
- Preschool Family Meetings
- AM/PM Preschool In Session
- First and Last Day of School
- No School- Mandatory PD
- Conferences
- Preschool Child Find/Assessment Center
- Possible Weather Makeup day

DISTRICT OFFICE ADMINISTRATIVE ASSIGNMENTS

HOQUIAM SCHOOL DISTRICT CABINET	
Mike Cummings, Superintendent	James Irick, Director of Special Services/ Teaching & Learning
Contracts/Agreements	Assessment
Facilities and Maintenance	Curriculum
Long Range Facility Planning	School Improvement Support of Schools
Transportation	Discipline
Legal Compliance	Special Education
Certificated Personnel/HTA Liason	Highly Capable Services
Classified Personnel/PSE Liason	Academic Integration of Technology
Counseling Services/Crisis Response	Harassment, Intimidation and Bullying Coordinator
Public Records Requests	TPEP/EVAL
Secretary to the School Board	Professional Development
Sarah Foreman, Human Resources Coordinator	Certificated Highly Qualified
District Office Manager	ADA/504 Coordinator
Certificated Personnel/HTA Liason	PBIS Specialist Paraeducators
Classified Personnel/PSE Liason	Student Teachers
Employee ADA Requests	Nursing/Health Services
FMLA/PFML	Marah Gannaway, Director of Student Support Services
Safe Schools Training	Title IX Coordinator
Absence Management - Red Rover	ESEA Consolidated Federal Grants (Title I, II, III, IV, V)
Office Coordinator Facilitator	LAP
Certificated Credits/Clock Hours	Student Success Team (SST)
Employee Contracts	Instructional Coaching
Certification	McKinney Vento / Foster Care
Job Postings and Hiring	Preschool / TK / Early Entrance Testing
Volunteer Clearance	Native Ed
CPR Trainings	MTSS
Kelth Ounsted, Business Manager	Migrant Ed
Monthly Budget Review	Gender Inclusive Schools Coordinator
Audit Compliance	Civil Rights Coordinator
Internal Controls	Extended Learning: Summer, Before & After School
Preventative Audits	Paraeducator Training / Clock Hours
Financial Document Approvals	Districtwide Attendance & Engagement
Insurance Claims	BEST Mentor Teachers
Grant Management	TBIP/MLL
DIRECTORS - SUPPORT STAFF	DISTRICT OFFICE STAFF
Ernie Lott, Transportation Director	April Wright, Payroll/Benefits Officer
Vehicle Requests	Payroll
Type II Licensing	SEBB
Vehicle Maintenance and Safety	Employee Leave
Travis Warren, Director of Maintenance/Custodial	Retirement
Emergency Preparedness	L & I Claim Liaison
Safety Committee	Workers Comp
Risk Management	Verification of Employment
Drew Gwinn, Technology Coordinator	Unemployment
Chris Hansen, Food Services Director	Leah Johnson, Accounts Payable/Skyward
Shane Krohn, Athletic Director	Accounts Payable / VISA
PRINCIPALS	EDS
Brandon Winkelman, Emerson Principal	Enrollment Reporting
Shannon Patterson, Central Principal	Skyward Support
Jason Ihde, Lincoln Principal	Nikki Gwin, Admin Assistant/Receptionist
Derek Cook, HMS Principal	Secretary to Superintendent
Bonnie Jump, HHS Asst. Principal/HomeLink Principal	School Board Scribe
Community Engagement Board	Student Accident Forms
Brock Maxfield, HHS Principal	Choice Transfer Coordinator
CTE Advisory Committee	Making Connections/Communication
Carl Perkins	Public Records Requests
	Facility Requests
	Aubria Niemi, Confidential Records/Receptionist
	Human Resources Secretary
	Records Archival
	Student Support Services Secretary

SCHOOL BOARD MEETING DATES

HOQUIAM SCHOOL DISTRICT 2026-2027

School Board Meeting Dates

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

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

* Indicates combined Work Session and Board Meeting.

<u>Month</u>	<u>Work Session</u>	<u>Regular Board Meeting</u>
July 2026		16*
August	17	20
September	14	16
October	12	15
November	16	19
December	14	17
January 2027	19	21
February	16	18
March	15	18
April	12	15
May	17	20
June		14*

HIGH QUALITY INSTRUCTIONAL PRACTICE

TEACHER EVALUATION FRAMEWORK FOR TEACHING COMPONENTS OF PROFESSIONAL PRACTICE AND ALIGNMENT TO WASHINGTON STATE CRITERIA

1: Planning and Preparation 1a: Knowledge of content and pedagogy • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy 1b: Knowledge of students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs 1c: Setting instructional outcomes • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners 1d: Knowledge of resources • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students 1e: Coherent instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure 1f: Student assessments • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning	2: Classroom Environment 2a: Environment of respect and rapport • Teacher interaction with students, including both words and actions • Student interactions with one another, including both words and actions 2b: Culture for learning • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work 2c: Managing classroom procedures • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals 2d: Managing student behavior • Expectations • Monitoring student behavior • Response to student misbehavior 2e: Organizing physical space • Safety and accessibility • Arrangement of furniture and use of physical resources
4: Professional Responsibilities 4a: Reflecting on teaching • Accuracy • Use in future teaching 4b: Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records 4c: Communicating with families • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 4d: Participating in a professional community • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects 4e: Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to profession 4f: Showing professionalism • Integrity and ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations	3: Instruction 3a: Communicating with students • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language 3b: Using questioning prompts and discussion • Quality of questions/prompts • Discussion techniques • Student participation 3c: Engaging students in learning • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 3d: Using assessment in instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 3e: Demonstrating flexibility & responsiveness • Lesson adjustment • Response to students • Persistence

BUILDING STUDENT HANDBOOKS

Building Student Handbooks

Emerson Elementary School [Emerson Elementary - 26-27 Student Handbook](#)

Central Elementary School [Central Elementary - 26-27 Student Handbook](#)

Lincoln Elementary School [Lincoln Elementary -26-27 Student Handbook](#)

Hoquiam Middle School: [HMS - 26-27 Student Handbook](#)

Hoquiam High School: [HHS - 26-27 Student Handbook](#)

HomeLink: [HomeLink - 26-27 Student Handbook](#)

COMMONLY USED DISTRICT POLICIES

Copyright Compliance- Policy 2025 (See Website)

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

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

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

Electronic Resources and Internet Safety – Policy 2022/2022P (See Website)

No Expectation of Privacy - The district provides the network system, e-mail, and Internet access as a tool for education and research in support of the district’s mission. The district reserves the right to monitor, inspect, copy, review, and store, without prior notice, information about the content and usage of:

- A. The district network, including when accessed on students’ personal electronic devices and on devices provided by the district, such as laptops, netbooks, and tablets;
- B. User files and disk space utilization;
- C. User applications and bandwidth utilization;
- D. User document files, folders and electronic communications;
- E. E-mail;
- F. Internet access; and
- G. Any and all information transmitted or received in connection with network and e-mail use. No student or staff user should have any expectation of privacy when using the district’s network. The district reserves the right to disclose any electronic

messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Accessibility of Electronic Resources - Federal law prohibits people, on the basis of disability (such as seeing and hearing impairments), from being excluded from participation in, being denied the benefits of, or otherwise being subjected to discrimination by the district. To ensure that individuals with disabilities have equal access to district programs, activities, and services, the content and functionality of websites associated with the district should be accessible. Such websites may include, but are not limited to, the district's homepage, teacher websites, district-operated social media pages, and online class lectures.

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

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

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

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

Hazardous Chemicals/Substances

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

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

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school. Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. "Other

distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

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

(See policy on website).

Compliance Officer: The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

Compliance Officer: James Irick 360-538-8200 james.irick@hoquiam.net

Gender Inclusive Schools Policy (3211 and 3211P)

Civil rights laws prohibit discrimination and discriminatory harassment on the basis of gender expression and gender identity in Washington public schools. **All** students have the right to be treated consistent with their gender identity at school. (policy is available on website)

The Compliance Coordinator will be the same as the Title IX Officer.

Compliance Coordinator: Marah Gannaway 360-538-8200 mgannaway@hoquiam.net

Sexual Harassment – Policy 5011 (See Website)

Compliance Officer: Marah Gannaway 360-538-8200 mgannaway@hoquiam.net

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

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

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

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

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation. It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. (See procedure 5011P on the website under policies).

Civility Policy - Policy 5161 (See Website)

The Board of Directors believes a safe, civil environment of mutual respect and orderly conduct contributes to a quality educational environment. Conversely, uncivil conduct like other forms of disruptive behavior may interfere with an employee's ability to accomplish their work and a school's ability to educate its students.

The Board commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. The district expects this value to be manifested in the daily behavior of all constituents. When differences exist, stakeholders will use clear, concise and courteous communication with the goal of arriving at a goodwill solution. Uncivil conduct on district property or at district-sponsored activities by school directors, staff, parents, volunteers, contractors or visitors is prohibited.

Expectations of Stakeholders (Board of Directors, Employees, Parents, Volunteers, Contractors and Visitors)

In support of this policy, the Board expects its members and all stakeholders to:

- Treat each other and students with dignity and respect;
- Exercise reasonable, good judgment in handling interpersonal disputes;
- Exercise respect, courtesy, and concern for the dignity and cultural background of others;
- Refrain from use of abusive language;
- Model respectful problem-solving;
- Reduce actions or behaviors which might provoke fear, anger, frustration and alienation;
- Use clear, concise, and courteous oral and written communication to arrive at goodwill solutions;
- Extend common courtesy to others such as saying please and thank you;
- Practice civility in all conversations and behavior;
- Be respectful of others even when in a disagreement;
- Address incivility when it is observed;
- Seek to understand others' points of view and cultural perceptions.

Definition of Uncivil Conduct

For the purposes of this policy, "uncivil conduct" includes but is not limited to, the following:

- Using vulgar, obscene or profane gestures or words;
- Using insulting or disrespectful nonverbal behaviors toward or in connection with another;
- Taunting, jeering, or inciting others to taunt or jeer an individual;
- Raising one's voice at another individual, and/or repeatedly interrupting another individual who is speaking;
- Using personal epithets or slurs;
- Gesturing or behaving in a manner that puts another in fear for his/her personal safety, including invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, or remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, or other similar disruptive conduct.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process. Nor does "uncivil conduct" include regular supervisory-subordinate interactions, including but not limited to, corrective action, discipline, unsatisfactory evaluations, plans for improvement, or probation.

Addressing Uncivil Conduct Stakeholders are expected to:

- Calmly and politely caution or warn any speaker who is engaged in uncivil conduct. If the conduct does not cease, politely end the conversation;
- Attempt to resolve differences with another employee first in a private conversation. If that is not feasible or successful, request an appropriate administrator to conduct a private conference with all parties of concern;
- Resolve personal complaints or grievances with a supervisor's decision or action by requesting a problem-solving conference with the supervisor or with the administrator's supervisor. An impartial third party district employee or union representative may attend the problem-solving conference if requested.
- Persons who observe or experience uncivil behavior have an obligation to intervene, reflect back to the offender on the impact of that behavior, or report the uncivil behavior to a supervisor.
- Supervisors have an obligation to address reports of uncivil behavior.

Employees who engage in uncivil behavior may be subject to corrective action or discipline. Retaliation for reporting allegations will result in discipline.

Maintaining Staff/Student Professional Boundaries Policy 5253

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

General Standards The board expects all district staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries. Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

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

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

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

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

Use of Tobacco Nicotine Products and Delivery Devices – Policy 4215 (See Website)

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

devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

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

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy. Cross References: 3200 - Rights and Responsible

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

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

- A. To help maintain a drug-free school, community, and workplace, the following behaviors will not be tolerated:
- B. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids, or other intoxicants.
- C. Using, possessing, transmitting alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, in any amount, in any manner, and at any time in the workplace.
- D. Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids, will be subject to disciplinary action, including termination.
- E. Using district property or the staff member’s position within the district to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- F. The unlawful manufacture, distribution, dispensation, possession or use of alcohol, illegal drugs, controlled substances including marijuana (cannabis), or other intoxicants in a manner that is detrimental to the interests of the District.

Notification Requirements

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

As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace. Such notification will be provided no later than 5 days after such conviction. The district will inform the federal granting agency within 10 days of such conviction, regardless of the source of the information.

Disciplinary Action

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

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

CPS Form – Policy 3421 (See [document](#)) Must be logged in to district email in chrome, make a copy

All staff are responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities and/or the appropriate school administrator. Under state law, staff are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused, neglected, or exploited. Any conditions or information that may be reasonably related to child abuse, neglect, or exploitation should be reported. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

Conflicts of Interest – Policy 5251 (See Website)

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

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

Written permission from the Superintendent or Principal is necessary when:

A certificated staff member wishes to tutor or give private lessons for a fee to any student who is enrolled in one or more of the teacher's classes;

A certificated staff member such as communication disorder specialists, psychologists or specialized music teachers, wishes to give private instruction for a fee to any student who is concurrently being served by that individual in the regular school program.

OTHER DISTRICT POLICIES OF INTEREST

2000	Student Learning Goals
2029	Animals as Part of Instruction
2030	Service Animals in Schools
2022P	Electronic Information System (Networks) Procedure
2025	Copyright Compliance
2025P	Copyright Compliance Procedure
2163P	Response to Intervention (RTI) Procedures
3115	Homeless Students: Enrollment Rights and Services
3115P	Homeless Students Provisions
3200	Student Rights & Responsibilities
3205	Sexual Harassment of Students Prohibited (included in Handbook)
3207	Prohibition of Harassment, Intimidation, and Bullying (included in Handbook)
3207P	Prohibition of Harassment, Intimidation, and Bullying Procedure, Harassment, Intimidation, and Bullying Incident Reporting Form (included in Handbook next page)
3211	Transgender Students
3220	Freedom of Expression
3226	Interviews & Interrogations of Students
3245	Students and Telecommunication Devices
3246	Restraint, Isolation and Other Uses of Reasonable Force
3421	Child Abuse, Neglect and Exploitation Prevention
3421P	Child Abuse, Neglect and Exploitation Prevention Procedure
4210	Regulation of Dangerous Weapons on School Premises
4215	Use of Tobacco on School Property
4260	Use of School Facilities
5010	Nondiscrimination and Affirmative Action
5011	Sexual Harassment of Staff Prohibited (included in Handbook)
5161	Civility Policy
5201	Drug-Free Schools, Community and Workplace
5240	Evaluation of Staff
5251	Conflicts of Interest
5253	Professional Staff/Student Boundaries (included in Handbook)
5253P	Professional Staff/Student Boundaries Procedure (included in Handbook)

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

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school”

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer- James Irick 360-538-8200 james.irick@hoquiam.net, who supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s *HIB Policy 3207 and Procedure 3207P* visit www.boquiam.net

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s *Nondiscrimination Policy 3210 and Procedure 3210P* visit www.boquiam.net.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit hoquiam.net.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Marah Gannaway mgannaway@hoquiam.net

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Marah Gannaway mgannaway@hoquiam.net

Concerns about disability discrimination:

Section 504 Coordinator: James Irick james.irick@hoquiam.net

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Marah Gannaway mgannaway@hoquiam.net

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity

- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit www.hoquiam.net. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: *Marah Gannaway* mgannaway@hoquiam.net

Powerpoint shown at District Day:

[Protecting Students from Discrimination and Eliminating Bias in Washington Public Schools](#)

HOQUIAM SCHOOL DISTRICT

Harassment, Intimidation and Bullying Incident Reporting Form

Your Name _____ Today's Date _____

Victim of Bullying _____ Bully(ies) _____

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

Witnesses _____

Location of Incident (circle all that apply)

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

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

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

Written Description of the Incident

For Office Use Only

Received by _____ Date Received _____

Action Taken _____

Parent/Guardian Contact Date: _____ Method: _____

Circle One: Resolved Unresolved Referred to: _____

EMPLOYMENT RELATED PROCEDURES

Accident Form

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

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

Complete the online Employee Incident Report, which is available at <https://esd113.org/eir> within 24 hours of the incident.

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

Time Sheets – (Can be obtained from Office Coordinator)

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

Leaves

Contact Human Resources at 360-538-8203 if absent for three consecutive days or have a serious family and/or medical event.

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 18 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you.
- Your serious mental or physical health condition makes you unable to work.
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave.

Paid Family and Medical Leave (PFML)

If you have worked 820 hours or more in the qualifying period and experience(d) a qualifying event you have access to Paid Family and Medical Leave.

Employees who have missed work due to family or medical reasons may be eligible for paid family or medical leave for the following qualifications:

- Care for and bond with a child younger than 18 following birth or placement
- Care for yourself or family member experiencing a serious health condition

- Certain military-connected events

Paid Family and Medical leave requires that you give your employer written notice at least 30 days in advance of when you plan to take leave. However, if the reason you need leave was not foreseeable, you may notify your employer as soon as possible.

The Paid Family and Medical Leave Benefit Guide provides information on how to apply for benefits and submit weekly claims. It also explains your rights and responsibilities under the law. Download the guide at <http://www.paidleave.wa.gov/benefit-guide>

Jury Duty and Subpoena Leave

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

School Closure or Delay Move

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

Clock Hours - Certificated

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

Clock Hour Procedures

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

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

If an employee takes a class for college credit then:

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

In-service Expense Claims

Certificated In-service Expense Reimbursement Claims

Certificated employees will be allocated \$500.00 each school year. Certificated employees must fill out an Expense Reimbursement Form with detailed receipts attached for expenses incurred. These receipts will include original and itemized receipts for meals (no alcoholic beverages), map quests for all mileage, receipt of payment for hotel/lodging as well as receipt of

payment for registration reimbursement which shows proof of attendance at a conference/workshop. Your building office coordinator will have the Expense Reimbursement Forms available for you. After forms and backup are completed by the employee, they will be turned in to the supervisor/principal for approval and budget coding. The office coordinators will keep track of all in-service expenses on a spreadsheet for the school year.

Classified In-service Hour Compensation

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

Professional funds, in the amount of one hundred forty dollars (\$140.00) per employee, will be allocated to PSE for the purpose of gaining additional training and certification relative to the employee's assignment. Unused funds, not to exceed \$2,000 will be carried over into the next school year. Use of the funds will be accessible to employees on a first come basis using a mutually designed application and sent to the Superintendent/designee's office. The pool of funds may be used to pay employee wages at his/her current rate of pay for the training hours, registration, tuition, travel expenses, approved lodging, approved meals allowance and substitute costs. The District will create a PSE position of "training coordinator" which will be one hundred and fifty (150) hours per year and which will facilitate and coordinate training for PSE bargaining unit members. The position will be paid out of the in-service pool to a maximum of \$3,000 per year. The position will be mutually selected by a team of PSE and management without seniority as a factor. The person selected will be paid additional hours at their regular rate.

Forms – Must be filled out in pen only.

Travel Related & Miscellaneous Expense Reimbursement Form

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

Classified In-service Pool Request Form

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

Out of State Travel Form

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

District Car/Van Request Form

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

Bus Request Form

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

Maintenance/Technology Request Form

Maintenance/Technology Request forms are available on the top right corner of our district website. These requests are subject to modification or denial depending on budget, maintenance schedule, and available resources. These are to be filled out online.

Hoquiam School District Staff Dress Code Information

The Hoquiam School District values professionalism and strives to maintain a welcoming, inclusive environment for students, families, staff, and community members. While we recognize the importance of personal expression and comfort, employees are expected to present themselves in a manner that reflects positively on the district and supports our commitment to meaningful relationships, engaged learners, adaptive pathways, and community connections. Attire should not be a distraction from the learning process.

General Guidelines

- Staff should wear clothing that is neat, clean, and appropriate for the school setting.
- Professional judgment should be used when selecting attire, keeping in mind interactions with students, families, and community members.
- Clothing should not disrupt the educational process, pose safety hazards, or include offensive or inappropriate images or language.
- Footwear should be safe and suitable for the employee's duties (e.g., supportive shoes for staff who are frequently on their feet or working in active environments).
- Exceptions may be made for spirit days, field trips, special events, or job-specific needs.

Examples of Acceptable Attire

- Neat jeans, khakis, or slacks.
- School spirit wear, polos, blouses, button-down shirts, or sweaters.
- Dresses, skirts, or capris of appropriate length.
- Athletic or casual wear (e.g., shorts, t-shirts, leggings) may be worn when job duties, recess, or field trips require flexibility and comfort.
- Safe, comfortable footwear such as sneakers, flats, or sandals.

Flexibility and Respect

- The district values diversity and will respect cultural and religious attire.
- Staff whose roles require physical activity (e.g., physical education, custodial, maintenance, food service, preschool/early childhood programs) may dress in a way that allows them to perform their duties safely and effectively.
- Reasonable accommodations will be made for medical or accessibility needs.

Professional Responsibility

Employees are expected to use sound judgment when choosing attire for work. If a concern arises regarding appropriateness, supervisors may provide guidance and request adjustments as needed.

Acceptable Use Procedures for Technology Resources

Effective and responsible use of technology resources is crucial to maintain a secure and productive environment. This procedure outlines the guidelines and expectations for technology resources provided by the district. By using these resources, you agree to adhere to the following rules:

Authorized Use:

- Use technology resources solely for authorized purposes related to your role or responsibilities.
- Respect all applicable laws, regulations, and organizational policies while using the resources.
- Obtain proper authorization before accessing or using any restricted or confidential information.

Personal Responsibility:

- Protect your login credentials, passwords, and personal information from unauthorized access or disclosure.
- Do not share your account or access privileges with others.
- Report any suspected security breaches or incidents to the appropriate authorities.

Prohibited Activities:

- Engaging in any activity that violates local, national, or international laws and regulations.
- Attempting unauthorized access or hacking into computer systems, networks, or accounts.
- Disrupting or damaging computer systems, networks, or data through the introduction of malware, viruses, or other harmful software.
- Sharing, distributing, or accessing illegal, offensive, or inappropriate content.
- Harassing, defaming, or threatening others through technology resources.
- Engaging in activities that violate intellectual property rights, such as unauthorized downloading or sharing of copyrighted materials.

Network Usage:

- Use network resources responsibly and refrain from excessive or unnecessary bandwidth consumption.
- Do not attempt to circumvent network security measures or engage in unauthorized monitoring of network traffic.
- Refrain from running network services or servers without proper authorization.

Privacy and Confidentiality:

- Respect the privacy and confidentiality of others' information.
- Do not access, view, or disclose sensitive or confidential information without proper authorization.
- Be cautious while sharing personal information online and avoid disclosing sensitive details unless required for organizational purposes.

Reporting:

- Promptly report any violations of this procedure or suspicious activities to the HSD Tech Department at hsdtech@hoquiam.net or by calling ext. 6521
- Provide accurate and truthful information when reporting incidents or concerns.

Consequences of Violation:

- Violations of this procedure may result in disciplinary action, including but not limited to warnings, suspension, termination, legal action, or prosecution as per applicable laws.
- The district reserves the right to monitor technology resource usage and investigate suspected violations.

By using the technology resources provided, you acknowledge that you have read, understood, and agree to abide by this agreement.

Equipment Request Form

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

PAYROLL INFORMATION

1. Cutoff Dates: Payroll cut-off for all months is the 5th of the month. In order to ensure proper payment all payroll items (time sheets and leave slips) must be turned into the district office by the 5th. Payroll items submitted late will not be considered until the next month. Pay dates will fall on the last District working day of the month.
2. Automatic Deposit: Automatic deposit is required for all employees of the Hoquiam School District. Please contact the payroll officer and complete the proper forms in order to complete this process. Deposits limited to one account.
3. Personal Data Change Form: If you have a name, phone or address change, please notify the district office immediately. Name changes require the submission of a copy of your social security card showing the name you wish to use. Your building Office Coordinator can provide you with the Personal Data Change Form.
4. Insurance Additions or Deletions: After the annual open enrollment period has ended, additions or deletions of family members to insurance policies may take place only after a life changing event (i.e. marriage, new baby, divorce, death in the family, or a change in the insurance status of spouse.) Special Open Enrollment can be done through the payroll office.
5. Accuracy of Forms: All payroll forms are the responsibility of the individual to whom they apply. Payroll forms not properly filled out may be returned to the individual for completion. Forms not turned in by the cut-off date will be considered in the next payroll period. There must be acceptable back up to receive payment for approved extra hours and in-service hours.
6. If your banking information changes, it needs to be submitted to the payroll department no later than the 15th of the month.
7. Questions or Concerns: Please direct any questions regarding benefits or payroll to April Wright, the payroll/benefits officer at 538-8208.



HOQUIAM DISTRICT ANNUAL NOTICES

Family Educational Rights and Privacy Act

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

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

Protection of Pupil Rights

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

Food Service Department

The Hoquiam School District has been approved to participate in the Community Eligibility Provision Program again this year. This is a 4 year program that allows us to serve free breakfast and lunch to all students grades K-8. Although Grades 9-12 (Hoquiam High School) did not qualify for the CEP Program, they are a part of the National School Lunch and Breakfast Program. Students from the High School may qualify for free or reduced meals. Applications are available at the High School office, Hoquiam School District Office and can be printed from our district website, hoquiam.net Parents/Guardians are asked to contact the Food Service Director, Christina Hansen with any questions, at 360-538-8278.

Asbestos Hazard Emergency Response Act

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

Annual Pesticide Notification

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

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

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

Notification of Pesticide application is done as follows:

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

For more information on the use of pesticides, a copy of our use records may be obtained at the District Office or by calling Travis Warren with Hoquiam School District at (360) 310-0485 or 538-8200.

PROGRAM DESCRIPTIONS

The Hoquiam School District offers a variety of programs and services to support students. You can find these programs on the Website.

CURRICULUM & ASSESSMENT

Subject	Grade Level	Curriculum
English Language Arts	K-5	CKLA -Amplify
	6-12	myPerspectives -Savaas
Mathematics	K-5	Into Math -Houghton Mifflin Harcourt
	6-12	Reveal -McGraw Hill
Science	K-5	Mystery Science
	6-8	Carolina Kits
	9-12	Science Dimensions -Houghton Mifflin Harcourt Anatomy and Physiology-McGraw Hill
Social Studies	K-5	Impact - McGraw Hill
	6-12	Houghton Mifflin Harcourt Social Studies

State and District Assessments

Teachers, Principals and District Leaders use a variety of assessments to provide data related to learning for their students.

You can view the 2026-2027 Assessment Calendars at the following links:

[Primary Assessment Calendar](#)

[Secondary Assessment Calendar](#)

GRANT WRITING DISTRICT PROCEDURES

District Business Manager/Grant Manager: Keith Ounsted

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

Types and Deadlines

Please read the “Procedures as listed below before completing any grant or fund request.

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

March	1	GHCF- Quarterly Impact Grants Program (\$5000) 1x/year
June	1	GHCF- Quarterly Impact Grants Program (\$5000) 1x/year
September	1	GHCF- Quarterly Impact Grants Program (\$5000) 1x/year
December	1	GHCF- SQuarterly Impact Grants Program (\$5000) 1x/year
April	1	GHCF- Community Building Grant (\$5,000-30,000 or <) 1x/year
October	1	GHCF- Community Building Grant (\$5,000-30,000 or <) 1x/year
Anytime		GHCF - Early Learning Grant (\$5,000-\$10,000) 1x/year

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

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

Procedure

1. Before starting to write a grant, you need to get approval from your building principal and/or supervisor of the program for which you are writing the grant.
2. Once approval has been granted, the individual contacts the district office grant manager to communicate that the grant is in the process of being written. This allows for the district to know who and when grants are being written so that we are not competing against one another for the same dollars. Additional support can also be provided by the grant manager to assist in the writing or gathering of documentation needed for completion.
3. Before sending in a grant, make sure to have someone look it over for clarification and editing purposes.
4. When the writing is complete, make a copy and send the information to the district grant manager. Once the grant is awarded, notify the district grant manager and business manager with the amount. An account will then be set up for the expenditure of this grant.
5. It is the grant writer's responsibility to make sure that all documentation needing to be submitted after receiving the grant is completed. This includes a 'thank you' to the contributor(s).
6. If you have questions regarding the writing of a grant or need information, contact Keith Ounsted at kounsted@hoquiam.net or 360-538-8209.

SURPLUS

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

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

Surplus Procedures:

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

BUILDING SCHEDULED TIMES

Elementary	Emerson	Hours	Lincoln	Hours	Central	Hours
Monday	8:00-3:30	7.5	8:00-3:30	7.5	8:00-3:30	7.5
Tuesday	8:00-3:30	7.5	8:00-3:30	7.5	8:00-3:30	7.5
Wednesday	7:30-3:15	7.75	7:30-3:15	7.75	7:30-3:15	7.75
Thursday*	8:00-3:30	7.5	8:00-3:30	7.5	8:00-3:30	7.5
Friday*	8:00-3:15	7.25	8:00-3:15	7.25	8:00-3:15	7.25
Total Time		37.5		37.5		37.5

Secondary	HMS	Hours	HHS	Hours
Monday	7:45-3:00	7.25	7:45-3:00	7.25
Tuesday	7:45-3:15	7.5	7:45-3:15	7.5
Wednesday	7:30-3:15	7.75	7:30-3:15	7.75
Thursday*	7:45-3:15	7.5	7:45-3:15	7.5
Friday*	7:45-3:15	7.5	7:45-3:15	7.5
Total Time		37.5		37.5

*The hours on these days are set, and can't be changed. The 7.75 hour day is the staff meeting day.

The two remaining days can be exchanged for each other to make one day a 7.25 hour day and the other day a 7.5 hour day.

HSD/HTA Collective Bargaining Agreement

Section IV - Conditions of Employment E. Length of Work Day (page 19 of CBA)

The length of the minimum work day for full time employees shall be seven (7) hours including at least thirty (30) minutes, exclusive of passing time, of duty-free time for lunch at a reasonable time. In consultation with HTA representatives, each building shall establish a schedule of one (1) day of seven and three-quarters ($7\frac{3}{4}$) hours, two (2) days of seven and one half ($7\frac{1}{2}$) hours and between the two (2) remaining days employees may decide which is a seven and one-half ($7\frac{1}{2}$) hour day and which day is seven and one-quarter ($7\frac{1}{4}$) hours. The work week for each full-time employee shall be thirty-seven- and one-half hours (37.5).

1. Buildings shall schedule their staff meetings on a specific day of the week. Forty-five (45) minutes shall be scheduled for staff meetings.
2. Any increase in contact time with students shall be the result of the bargaining process.
3. No employee shall be required to work before 7:30 am and no later than 4:00 pm. Secondary (Middle and High School) staff meetings may be held once a week beginning forty-five (45) minutes before the first student bell in the morning.
4. Between 10:30 a.m. and 1:30 p.m., the employee shall have a continuous thirty (30) minute duty free lunch period, exclusive of passing time.
5. No employee shall be required to work a non-continuous day.

TEAM FRIDAY

90 Minute Early Release

Dates:

- September 18, 25
- October 9, 16, 23, 30
- November 20
- December 4, 11
- January 8, 15, 22, 29
- February 5, 12, 19, 26
- March 5, 12
- April 16, 23, 30
- May 7, 14, 21
- June 4

Purpose:

To provide intentional collaboration time for Professional Learning Communities (PLC's) and/or Professional Learning Opportunities aligned to building initiatives.

Building Principals will determine the content for all Team Fridays. They will coordinate vertical alignment or job alike meetings/PLC's across buildings to meet the needs of each building.

Times:

1:45 PM - 3:15 PM or 1:30 PM - 3:00 PM

Location:

Staff will meet in their own building unless your PLC has staff that comes from multiple buildings. The Principal will establish a set location for PLC's and inform staff of the location.

When district-wide meetings occur, all personnel will be notified of the location and time.

STAFF HANDBOOK SIGNATURE PAGE

Staff Receipt Form

I acknowledge that I have read and reviewed this handbook. I understand that this handbook is intended as a guide and does not contain all District policies and procedures. Additional policies and procedures adopted by the Hoquiam School District Board of Directors are available on the District website at hoquiam.net.

If I have questions regarding any portion of this handbook, I understand that I may discuss them with my supervisor or principal.

Please click the link below, then click on the address provided to complete your acknowledgment and signature:

[26/27 SY Staff Handbook Signature Page](#)