

Centerville School STAFF HANDBOOK 2025 - 2026



Centerville School STAFF HANDBOOK





Mission Statement...

Our Staff is committed to the academic achievement of your children and to providing them with a caring and creative learning environment. We will strive to encourage and ensure the success, self worth, and love of learning in every child.

The Mission of the Centerville School District is to develop independent, motivated and well-prepared students by providing a flexible, personalized and caring environment, promoting successful life skills.

Centerville School District #215 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Kristin Cameron, Principal 2315 Centerville Hwy. Centerville, WA 98613 (509) 773-4893 kristin@centervilleschool.org

exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures

The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

Centerville School District #215

Centerville School
2315 Centerville Hwy.
Centerville, WA 98613

www.centervilleschool.org

Phone: 509-773-4893 FAX: 509-773-4902

Superintendent: Dr. Ann Varkados
avarkados@centervilleschool.org

Administrative Assistant: Rose Dove
rose@centervilleschool.org

Principal: Kristin Cameron
kristin@centervilleschool.org

School Secretary: Becca Musser
b.musser@centervilleschool.org

SCHOOL HOURS: 7:45 AM – 2:30 PM

STAFF

Sara Laurence, K	Lexi Olinger, 1st and 2nd grade
Tammy Kayser, 3rd and 4th grade	Kylee Barnes, 5th and 6th grade
Franceina Brackenbury, 7th/8th	Brandie Rhoades, Paraeducator
Justine Bradley, Paraeducator	Brandi Olson, Paraeducator
Sheila Howard, Paraeducator	Leslie Smith, Paraeducator
Dennis Copley, Building	Kelly Sizemore, Food Service
Jeff Benson, Bus Driver/Grounds	Gary Bigbie, Bus Driver
	Tim Bartkowski, Bus Driver

Message from the Principal.....	5
Mission of Centerville School.....	6
Section 1 THE BOARD	
Members and Terms.....	6
Meeting Information.....	6
Section 2 GENERAL INFORMATION	
School Success.....	7
Interpretation of Student Handbook.....	7
Use of Staff Handbook.....	8
Certificated Staff Work Day	8
Job Descriptions	8
Request for Substitute	8
Closure of School and/or Emergencies	8
Staff Dress Standards	9
Emergency Procedures	9
Flag Exercises	9
Required Observances	9
Drug-Free Schools, Community and Workplace.....	10
Nondiscrimination Policy and Procedure	10
Affirmative Action.....	10
Employment of People with Disabilities.....	11
Nondiscrimination for Military Service	12
Personnel Records.....	12
Year End Check-Out.....	12
Bargaining Agreement.....	13
Conflict Between Policy and Bargaining Agreements.....	13
Prohibition of Harassment, Intimidation and Bullying.....	13
Human Resources	15
Time Sheets	15
Pay Day	15
Deductions/Benefits.....	15
Insurance	15
Purchasing and Reimbursement.....	15
Absences	16

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing

When administering discipline, the district will observe all of the student’s constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom

Minimizing exclusion, engaging with families, and supporting students

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district’s use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student’s individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Child Abuse or Neglect 16

Homeless Students 16

School Phones 16

Keys..... 16

Copy/Scan Machine Use..... 16

Printing Machine Use 17

Visitors 17

Student Identification 17

Ordering..... 17

Section 3 STUDENTS

Attendance/Lunch Count Procedures 18

Student Files 18

Student Checkout Procedures 18

Book Checkout 18

Toys at School 18

Title I/LAP Requirements 18

Daily Schedule 19

Field Trips 19

Student Behavior 19

Parent Teacher Conferences..... 19

Administration of Medication by Staff..... 20

Electronic Resources and Internet Safety 20

Student Discipline..... 22

Harassment, intimidation, and bullying
(HIB)..... 26-27

Gender-Inclusive..... 28

Principal Letter

Be ENGAGED, Be AMAZED

2025 – 2026 will be a year to engage and provide amazing results. We are ready to provide our small, rural community with excellent educational opportunities for students, families, and community members. At this time of social media dominance, we are trying to encourage face-to-face engagement. Our young population will be amazed at the results of personal relationships when they engage. It is a new and complex challenge that schools are faced with.

Don’t Cause A Problem for You Or Anyone Else – this is lived and practiced at Centerville School. We plan ahead, prepare fully, and execute our plan with fidelity to provide our families with a worry free and complete educational experience for their children. We ask families to be engaged in their child’s education, and therefore will see amazing results.

As your curriculum coach, teaching and learning coach, behavior support person, manager of operations of the building, officer of student/family management, and regulation compliance officer, I am engaged in all aspects of the school so I can support and enhance your personal skills. Our team is exceptional! Your individual qualities and personalities make us unique and complete. The exceptionality of Centerville School is easy to feel as you enter our building. The uniqueness and special feeling is because of our team. Please know that you are appreciated every day. Though we do not get told this regularly, we know this because of our lack of problems within the building and beyond.

You each play a vital role in our institution. It is your responsibility to engage and communicate with your peers and leadership team to be as effective as possible. This publication will help guide you in your role at school. Use it to ensure you are aware and prepared for the responsibilities you have as an educational professional. Engage with the document and your co-workers and you will be amazed at what we can accomplish.

Thank you for being an integral part of the Centerville School Team!

Kristin Cameron, Principal
Assessment Coordinator
Foster Care Liaison
McKinney-Vento Homeless Liaison
Civil Rights Coordinator
Title IX Officer
Section 504 Coordinator
HIB Officer

Student Discipline

“Discipline” means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data shows that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible
- Providing educational services that students need during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful re-entry into the classroom following a suspension or expulsion
- Ensuring fairness, equity, and due process in the administration of discipline
- Providing every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students and for district employees

The Administration shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

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.

Cell Phones

When students are present, cell phones can be used as a tool only (i.e. calculator, timer) not for personal communication. Cell phones are not to be used in front of students, unless an emergency. If you have a personal emergency, and a cell phone is necessary, please ask for assistance from another staff member to cover students. If there is a necessary reason for a phone, such as medical or emergency reasons, please consult with administration. No student should have access to cell phones during school hours. Student cell phones may be used if directed and supervised by an adult.

SECTION 1 Centerville School Board

Position 1: Eric Olson	2023 - 2027
Position 2: Jess Kayser, Chair	2023 - 2027
Position 3: Carole Garner	2022 - 2026
Position 4: John Rolfe	2019 - 2027
Position 5: Nancy Sizemore	2022 - 2026

School Board meetings are held on the fourth Tuesday of each month. Agendas are posted on the school door and on the Centerville School website. All visitors are welcome. Please call to have your name placed on the agenda if you have a specific issue to address. On occasion, these regular meetings are rescheduled or cancelled. Please check with the District office for confirmation of meeting times and dates.

The Board of Education is a policy making body comprised of local residents created to govern the public school districts. Members are elected to four-year terms, which are staggered to provide continuity to the Board. Board members receive no pay for their service to the community.

Together, as a team, all will achieve more when roles are defined, expectations are spoken, and goals are clear. The following document will guide our team to ensure success for Centerville students, staff, and community.

SECTION 2 - GENERAL INFORMATION

School Success

Parents and families play an important role in their child’s success in school. Encouraging children to do their best pays dividends through increased student learning. If parents emphasize the importance of school and learning, the child will learn to value their education. Good self-esteem is linked to success and happiness at school and to increased learning and success in education.

To help ensure a child’s success, we encourage parents to follow these guidelines:

- Check child’s work daily.
- Inquire about school and classroom activities.
- Read orally with children daily.
- Show an interest and encourage children to accomplish challenging assignments.
- Provide effective tools for helping child succeed.
- Communicate regularly with classroom teachers

Washington State has adopted learning standards called Common Core State Standards. Centerville School staff is continually involved in Professional Development opportunities to keep abreast of the latest and best practices for our students’ education.

Just as everyone does, schools must plan for the future. Centerville School is committed to providing students with the educational skills for future success. We will target future curriculum, staffing, learning methods and technology needs through strategic planning. The goal is to involve staff, students, parents and community members in the development of long-range goals.

Interpretation of Student Handbook/Calendar

The staff is expected to know, follow, and enforce the contents of the Student Handbook/Calendar.

Administration of Medication by Staff

Only authorized staff is to administer medication, including over-the-counter products. ESD Nurse Corp Staff is your professional contact for student medical needs. Our in-house contact is the student services staff. The Emergency Plan notebook and medication bag must be available at all times for consultation and taken on all off-campus excursions.

Electronic Resources and Internet Safety

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

Electronic Resources

The district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district’s goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district’s technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives. The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety

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

assessments, SBA, and more, are also used to rank students for categorical services. All students identified to receive special services will have an Individualized Learning Plan. This Learning Plan will be reevaluated at each reporting period; November, January, March, and end of year. Learning Plans will be presented to the office upon graduation out of the program or at the end of the school year.

Daily Schedule

The daily schedule will be set by the Principal before the beginning of the school year. Every attempt will be made to optimize learning times and restrict interruptions to learning time blocks.

Field Trips

It is the belief of Centerville School to provide students with opportunities beyond the classroom. Field trips will be scheduled under the direction and planning of the classroom teacher, in collaboration with the Principal.

Student Behavior

Centerville School manages students through the core beliefs of the Love And Logic philosophy. All students are tasked to not cause a problem for them or anyone else. If a problem arises, the student is to work to solve the problem. If the student cannot, or will not solve the problem, the adult in charge will step in and assist the student in solving the problem. Every attempt to keep the dignity of the student and the adult, in the particular situation, will be made. Students are always expected to follow the expectations established by the adult in charge of the situation/location.

Parent Teacher Conferences

Staff, parents, and students are all a part of the educational team. The key to a winning program is communication between school and home. Parents will have the opportunity to attend scheduled conferences twice a year. Conferences are held in November and March. Teachers may need to set up other, mid-term appointments if parents have questions regarding their child’s educational progress. Academic progress and data will be presented to families at conferences and at year’s end.

Use of Staff Handbook

The Staff Handbook is intended to inform staff of important information to the successful operation of the school, its staff, students, and the community. Every attempt to meet the students and public’s needs will be made, under the regulations of the law.

Certificated Staff Work Day and Professional Development

The certificated teacher workday begins at 7:30 AM and ends at 3:15 PM. Meetings are scheduled on Wednesdays during the afternoon:
1st Wednesday - Staff meeting; teacher required, other staff optional
2nd Wednesday - Student Intervention Team and Student Data Analysis
3rd Wednesday - Professional Development; Principal Directed
4th Wednesday - TPEP/Professional Growth

Staff meetings will not extend past the normal workday, except on exceptional situations mutually agreed upon by staff. Committees to work on school issues will be formed as the need arises on a volunteer basis. Attendance on professional development work day is vital to the continued success of Centerville School.

Job Descriptions

Individual Job Descriptions are available from HR or from your Union Representative.

Request for a Substitute

Contact Rose at (541)980-4421 by 6:00 AM (or the night before, if possible). A *Request for Leave Form* needs to be completed and turned into Principal, following the rules of the bargaining agreement, prior to non emergency leaves.

Closure of School and/or Emergencies

Student and staff safety is the deciding factor for school delays and/or closures. If school is to be delayed and/or closed for weather or other issues, the automated system will be initiated.

School delays and/or closures will be posted on Flash Alert, on the PTC Facebook page and on the school website and through PowerSchool. Every attempt to make the call prior to 6:00 AM will be made up. Make up hours for certain staff must be coordinated prior with the principal, with documentation of hours and job performed.

Staff Dress Standards

It is expected that staff dress in a professional manner based on their job roles. Staff is the face of the District to the community and therefore a professional and appropriate appearance is expected.

Emergency Procedures

Centerville School will practice monthly drills in the following areas: Fire, Earthquake, Evacuation, Hold, Lockdown and Shelter. Staff will be trained in drill procedures each year. These drills will be monthly, on a rotational basis.

Flag Exercises

Flag exercises will be conducted at the beginning of the school day and at the opening of all school assemblies. Students not reciting the pledge of allegiance will maintain a respectful silence while either seated or standing. When feasible, the salute to the flag or the national anthem will be rendered immediately preceding interschool events.

Required Observances-Veterans Day, Constitution Day, Temperance and Good Citizenship Day, Disability History Month

Constitution Day will be observed each year on September 17 in commemoration of the September 17, 1787, signing of the United States constitution. If September 17 occurs on a non-school day, Constitution Day will be conducted on the preceding Friday. The Principal will be responsible for the preparation and presentation of educational activities of approximately sixty minutes in duration in observance of Veteran's Day. The program will be conducted during the school week preceding the eleventh day of November of each year. Temperance and Good Citizenship Day will be observed on January 16 or, if on a non-school day, the Friday preceding January 16. Disability History Month will be observed during the month of

SECTION 3 - STUDENTS

Attendance/Lunch Count Procedures

Teachers will be expected to complete their attendance and lunch counts electronically by 8:15 AM and immediately following lunch recess. Every attempt to have accurate, daily attendance and lunch count should be made. It is expected that all classroom teacher assist student services in ensuring all students are verified and in attendance or counted absent. All absences need to have a written note to be excused.

Student Files

Student files are kept in the school office and may be viewed with signed checkout procedures. Teachers must complete a Permanent Report Card at the end of each school year or when student withdraws from school and filed by student services. Learning plans must also be updated and given to the office to be filed at the end of the year or when student withdraws from school.

Student Withdrawal Procedures

A formal checkout form from the office will be completed by staff and signed by a parent prior to student transfer/withdrawal. Teacher, librarian, and coach (if applicable) must initial all items, complete, and return prior to student officially checking out/withdrawing. Please ensure most current report card, learning plans, and any other information is submitted to office for student file transfer.

Book and Technology Checkout

Textbooks and devices are to be issued and documented by the teacher. Students are responsible for books issued to them and must be returned in acceptable, useable condition upon withdraw or end of year. All hard-backed textbooks must be covered.

Toys at School

Students are discouraged from bringing personal toys to school. Exceptions would be for Show And Tell. Toys cause problems between students and are often broken with resulting hurt feelings.

Title I/LAP/High-Cap Programs

Students are assessed in a general screening process to identify those working below grade level, well above grade level or in need of special instruction for any reason. Other data sources, classroom based

Printing Machines

Each classroom has their own black and white printer. Please use the staff room copy machine for mass copies. Color printing may be made on the District machine in the staff room, under limited use. Refrain from unnecessary colored copies.

Visitors

All visitors are to report directly to the main office and sign in. Parents and other interested community members are welcome to visit, but should report to the office first and/or make prior arrangements by appointment to reduce distractions and disruptions to learning. This procedure will help to ensure that anyone entering the school building is accounted for in case of an emergency situation. Students not enrolled at Centerville School will not be permitted during school hours unless prior arrangements are made.

Volunteers

All volunteers who work with students must complete the Volunteer Application Form and receive Washington State Patrol verification. This procedure is to ensure the safety of students and staff.

Student Identification

It is the responsibility of all staff to assist in identifying students with special needs, including, but not limited to; harassment, bullying, learning difficulties, homelessness, highly capable qualities, characteristics that significantly affect their ability to learn, and more. Any students identified will be brought before the Student Intervention Team at the monthly SIT team meetings.

Ordering

The first step in ordering supplies for use in the school is verbal communication with purchasing and principal. Once a need is determined, the exact item description is to be provided with purchasing secretary. A Purchase Order will then be made, presented for approval, and placed if deemed appropriate. All orders must go to the office before distribution to the classroom so that packing slips are checked and verified. Packing slips must be returned to the purchasing office to be cross referenced with orders.

October by conducting or promoting educational activities such as school assemblies or guest speaker presentations that provide instruction, awareness and understanding of disability history and people with disabilities.

Drug-Free Schools, Community and Workplace

The board has an obligation to staff, students and citizens to take reasonable steps to provide a safe workplace. 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.

Nondiscrimination Policy And Procedures - Policy 5010 and 5010P

The district 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, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. The board will designate a staff member to serve as the compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the

implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs. The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment. This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

A. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.

B. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:

1. Making facilities used by staff readily accessible and usable by persons with disabilities; and

attached to the claim form for reimbursement. Reimbursement forms must be submitted by the 10th of the month to be included in that month's bills, otherwise it will be processed the next month.

Mileage - Mileage claims need to be pre-approved for reimbursement. Documentation should be made on the Request for Reimbursement Form and submitted after travel. Mileage will be paid at the current state per-diem reimbursement rate.

Absences - HR must be notified by 6:00 on the day of an illness absence, or, if at all possible, the night before. Personal and sick leave, bereavement, or any other pre-arranged absence must be presented to Principal through the *Request for Leave form* in the office. Please refer to the Collective Bargaining Agreement for specific guidance or types of leaves.

Child Abuse or Neglect - If any school employee suspects child abuse or neglect it is required by law to report following appropriate procedures. Questions may be directed to Principal.

Homeless Students - If there is knowledge of a homeless student, it must be reported to Principal, the Homeless Liaison. Homelessness may be doubling up, in a hotel, couch hopping, or many other non-permanent home situations. For complete Homeless Policy, refer to Board Policy, 3115 and 3115P.

School Phones

Phone (509)773-4893 (509)773-3112 Fax (509)773-4902
Please make out-going calls on line 2, allowing line 1 available for incoming calls. Phones are intended for school related business. Please use 800 numbers for long-distance calls; i.e. ESD 800-562-1171 or 800-660-9843. If a student must use a phone, please allow the use of your room phone, not the office phone.

Keys/ Access Cards, and Key Fobs

School keys are issued through building secretary in the school office. Staff members are responsible for all keys assigned to them and may not be reproduced. Please report any missing keys to secretary and principal. All keys must be returned upon leaving employment with the District.

Copy/Scan Machine Use

Use the copy/scan machine for school use only. Mass copies should be made using the staff room copy machine. Please inform building secretary to replace toner or of any maintenance issues.

additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

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

Kristin Cameron, Principal
Compliance Officer

Human Resources

Rose Dove is the District Human Relations Administrator.

Time Sheets - are available in the District office. Time sheets are for recording purposes only and are not paid from actual hours worked. Time sheets must be turned in by the 1st of each month and be complete, accurate, and signed to be official.

Pay Day - is the last working day of the month. Automatic deposit is available through HR at the District office. All payroll information is presented on the pay stub that accompanies monthly compensation.

Deductions/Benefits - All questions concerning deductions and/or benefits should be directed to Rose at the District office.

Insurance - All insurance questions should be presented to the HR department. At the beginning of each school year, insurance decisions, such as choosing which health plan, must be made by the appropriate timeframe. As the insurance board through the state is a fluid, ever changing body, new insurance information will be presented at the beginning of the year to the best of our ability.

Purchasing and Reimbursement

Any purchases made for reimbursement must be preapproved by Principal and/or Superintendent. All reimbursements must be made using the *Reimbursement Claim Form* in the District office. All receipts must be "clean" and not have any personal items and be

2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

C. The District will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job related. Also, the District will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.

D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal.

Personnel Records

Personnel records are kept in the District office and may be accessed by talking with HR following Bargaining Agreement protocol.

Year End Check-Out

All staff are expected to check-out with Principal before leaving for summer break. All work areas must be cleaned, secured, and covered/organized to allow summer cleaning and repairs to be made. If any repairs are needed, complete an online *maintenance repair form*.

Bargaining Agreement

The collective bargaining agreements are located in the District office and/or with the Union Representative.

Conflicts Between Policy and Bargaining Agreements

Except where expressly provided to the contrary, personnel policies apply to the staff of the district. However, where there is a conflict between the terms of a collective bargaining agreement and the district's policy, the law provides that the terms of the collective bargaining agreement will prevail in regard to the staff covered by that agreement. When a matter is not specifically provided for in the appropriate negotiated contract, the district's policies will govern.

Prohibition of Harassment, Intimidation and Bullying

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. "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).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

Training is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

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

Interventions

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

Students with Individual Education Plans or Section 504 Plans

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

Our School Protects 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?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves 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 (<https://centervilleschool.org/files/user/2/Centerville-HIBIncidentReporting-PDF.pdf>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously (<https://centervilleschool.org/form/bully.cfm>), 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 (Kristin Cameron, Principal; kristin@centervilleschool.org) that 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 website at <https://centervilleschool.org> or the district's HIB Policy 3207 and Procedure 3207P.

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 <http://centervilleschool.org>.

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 <http://centervilleschool.org>.

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: Kristin Cameron, Principal

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Kristin Cameron, Principal

Concerns about disability discrimination:

Section 504 Coordinator: Kristin Cameron, Principal

kristin@centervilleschool.org
2315 Centerville Hwy.
Centerville, WA 98613
(509)773-4893

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Dr. Ann Varkados, Superintendent

avarkados@centervilleschool.org
2315 Centerville Hwy.
Centerville, WA 98613
(509)773-4893

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 superintendent, 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 3205P.

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: 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://www2.ed.gov/about/offices/list/ocr/index.html>
- 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 <http://centervilleschool.org>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Dr. Ann Varkados
avarkados@centervilleschool.org
3215 Centerville Hwy.
Centerville, WA 98613
(509)773-4893