

Coupeville School District No. 204

Staff Handbook



Introduction

How to Use this Handbook

This is our first working draft of a staff handbook and your feedback will help us improve future versions. Let us know what works, what doesn't, and what you couldn't find! We've limited the size of the notebook to keep us focused on essential information. This handbook is not a contract and is likely to be changed as information is updated.

Information has been grouped into sections, as noted below. Not included in this district-level handbook are procedures specific to each school.

Throughout this handbook you will find italicized policy references. If you click on these links you will be taken to the [CSD Policy and Procedures Page on BoardDocs](#) which will provide you with more information.

Overview of the Coupeville School District

Coupeville School District was established in 1902 and serves students from Greenbank to South Rolling Hills, as well as all students within the Coupeville Juvenile Detention Center. In the 2021-22 school year we had an average student enrollment of 890 students across all campuses.

For more information please visit our website at: www.coupeville.k12.wa.us

The Coupeville School District has 5 sites in Coupeville "[Maps](#)", including:

[Coupeville Elementary School \(CES\) - 6 N Main St.](#)

CES Serves students K-5 grades, as well as those students that qualify for Special Education Preschool.

[Coupeville Middle School \(CMS\) - 501 S Main St](#)

CMS services students 6-8 grades and shares staff with CHS.

[Coupeville High School \(CHS\) - 501 S Main St.](#)

CHS services students 9-12 grades and shares staff with CMS.

[Coupeville Open Academy \(Open Doors\) Program - 404 N Main St.](#)

Coupeville Open Academy is a credit recovery program that services eligible students 16-21 years of age.

[Juvenile Detention Center \(JDC\) - 501 N Main St.](#)

JDC education serves all students within the Island County JDC for the duration of their stay.

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Coupeville School District Strategic Plan

Our Strategic Plan was created during the spring and fall of 2022. This was done with the assistance of an outside facilitator and included a great deal of input from students, staff, and community members. Focus groups were created to ensure that students and families who typically do not have a voice in school had the opportunity to have strong input into our plan. This is not just the school board's or administrator's plan but instead is the plan that represents our entire school community and we all have ownership in it. This document gives our district clear direction coming out of the pandemic as we will be implementing, monitoring, and adjusting the plan through 2027.

Vision Statement - *Adopted 2022-2023*

“Prepare every student for their future”

Mission Statement – *Adopted 2022-2023*

“Provide an educational foundation that allows every student to reach their potential”

Strategic Plan – *Adopted 2022-2023*

A copy of the most current Strategic Plan is posted on the [District Website](#).

Core Values

Accountability

Sense of Belonging

Transparency

Student First

Educational Equity

Pillars

Manage Resources Effectively

Connect With Family & Community

Ensure Excellent Instruction

Promote Student & Staff Well-Being

Empower Students

Schools will annually update their School Improvement Plans that are in alignment with the Strategic Plan.

DISTRICT GOVERNANCE AND OPERATION

GOVERNANCE is handled by a locally-elected board of directors to set policy and direction for the district, administrative staff to initiate, manage, and report on district operations, district and school committees, and student Associated Student Body executive boards.

- Practices in this Continuous Improvement Plan guide daily operation of our educational program, and are supported by board policy, procedures, and forms.
- District policies support all students to reach learning goals and participate in co-curricular activities.
- Reflection upon progress and identification of priorities is ongoing at the operational level and occurs at least annually at the school board level. Progress toward implementation of new practices – processes used, barriers to implementation, adjustments, lessons learned, and outcomes achieved – is reported by staff at school board meetings, with a progress report published once a year.
- Staff development activities improve all aspects of the educational system, including individual and teamwork skills; knowledge and understanding of content information; the ability to apply skills and knowledge to work responsibilities; and our culture of continuous improvement.
- Staff and supervisors have multiple opportunities to reflect upon and discuss work-related issues and job performance. Opportunities for peer observation and discussion are scheduled upon request. Evaluation procedures incorporate formative and summative assessment of job performance. Job descriptions and association agreements reflect the practices, as appropriate to the position.
- We identify and prioritize acquisition of needed resources, as supported by the annual budget.
- Employment of new staff is focused on hiring the most qualified individuals for each vacancy, with sustainable staffing levels sufficient to provide quality service in all areas of district operation.

MEASURES OF SUCCESS

Important as it is to plan for success, it also is essential to measure the effectiveness of changes put into place. The district will use multiple measures on an ongoing basis as indicators of whether we are on track. Data to be collected and reviewed are included in the School Improvement Plans and Strategic Plan approved by the board, with progress reports scheduled into the board agendas.

Cultural & Professional Standards

A Culture of Sharing. Sharing of information and expertise is at the core of our educational mission.

- Teachers and paraeducators share their knowledge and skills with students.

- Teachers in Professional Learning Communities work collaboratively and creatively to improve instruction.
- Regular communication with parents, through Open House, Back-to-School nights, phone calls, notes home, e-mail, progress reports, and at conferences strengthen parental understanding of what is expected at school and how their child is doing.
- Learning Partners share their time to help individual students succeed.
- Volunteers routinely share their time in classrooms, on field trips, and at special events.
- Administrators and board members share feedback from Learning Walks through the schools.

Employees are encouraged to share positive feedback with students, their parents, and other staff.

Nondiscrimination. The district does not discriminate in employment or educational practices on the basis of race, creed, color, national origin, age, gender, sexual orientation, or marital status, or non-program-related physical, sensory or mental disabilities. *[Board policies 3210, 5010]*

Harassment, Intimidation, Bullying. The district does not tolerate any form of harassment, intimidation or bullying by or toward employees, students, or parents/guardians. Annual training will be conducted with all staff regarding harassment. *[Board policies 3207, 6550]*

Confidentiality. All staff respect confidentiality of personal information regarding students or staff. The home phone, address, and mailing address of employees are not distributed unless the information is in a public phone book.

Parents are allowed to restrict dissemination of information (including photos) regarding their child. **Many** parents choose to do this. It should never be assumed that student names or photos can be used or released without permission. *[Board policies 3233, 5260]*

Copyrighted Material. District employees respect restrictions on use of copyrighted materials. Guidelines for use are in *Board Policy 2025*.

Professional Appearance. All employees are expected to maintain a professional appearance while at work. This being Coupeville, “casual professional” is fine. Staff should not wear clothing that would not be acceptable for students.

Logistics

Abbreviations

All bureaucracies develop unique language and acronyms. Here is a brief (!) summary:

AASA American Association of School Administrators – national organization

ASCD Association for Supervision and Curriculum Development. This is a reputable educational organization that provides information that is presented clearly and completely, with a variety of perspectives. Books, tapes, and videotapes are available on a variety of topics.

AWSP Association of Washington School Principals – state organization.

AYP Adequate Yearly Progress – a component of the federal No Child Left Behind legislation representing an improvement target that schools and districts must meet in order to qualify for continued federal funding.

CBA Classroom-based assessment

CBA(also) Collective Bargaining Agreement when referring to union group contracts.

CEA Coupeville Education Association – a local union representing certificated staff.

Cert Certified or certificated employee – an employee in a position requiring state certification. Usually refers to teachers, but also to counseling staff, psychologists, and other educational specialists.

CESA Coupeville Educational Support Association – a local union representing classified employees.

Classified Classified employee – employees on year-to-year employment. Anyone who is not a cert or an administrator is classified.

CPS Child Protective Services. District employees are required to report to CPS any apparent incidents of child abuse or neglect.

CTE Career and Technology Education (formerly vocational education).

DSHS Department of Social and Health Services

ECEAP Early Childhood Education Assistance Program.

ESD Educational Service District. There are 10 regional educational service districts established as support centers for school districts. Northwest ESD 189 is located in Anacortes and serves Coupeville by providing fiscal and curricular support, as well as cooperative opportunities with other districts.

The Coupeville School District participates in the Northwest ESD 189:

- Assessment Cooperative, helping us implement classroom-based assessments (CBAs);

- Northwest Regional Data Center (NWRDC) and Washington School Information Processing Cooperative (WSIPC) cooperative agreements for data processing services;
- Northwest Educational Unemployment Pool, a self-insurance program for the district;

The district has participated in other cooperative programs offered by the ESD on an as-needed basis.

FTE Full-time equivalent. This term applies both to students and to employees, and refers to the actual hours a student is enrolled or an employee is employed in the district. We are funded by the state based on FTEs. For example, if a student participates in Running Start for ½ the day and ½ on campus (high school) the student is a .5 FTE. Part-time teachers and several classified employees are partial FTEs.

GLE Grade Level Expectations have been identified by the state to assist local schools in planning their instructional programs. The GLEs are tied to the EALRs.

IEP Individual Education Plan. Each student qualifying for special education services because of a disability will have a current IEP on file.

LEA Local Education Agency – usually refers to the local school district.

MLL Multi Language Learner – a student needing additional support to learn English as well as regularly taught subjects. Formerly ELL or ESL.

MSOC Materials, Supplies and Operation Costs to the district. During the budgeting process, the business manager and superintendent will refer to MSOC's as part of the budget. About 85% of the budget applies to employee related costs, leaving about 15% for MSOC's.

NCLB No Child Left Behind – The acronym is sometimes pronounced “nickel-bee” and refers to the federal legislation requiring districts to document improvement toward meeting federally-approved standards.

PTA Parent-Teacher Association. Coupeville has a PTA of elementary school age parents.

RCW Revised Code of Washington – the name for Washington State laws.

SpEd Special Education – educational services for students with a variety of conditions identified as a disability according to the WACs which prevents the student from accessing FAPE. Other commonly used special education terms include: LRE - least restrictive environment; ADA - Americans with Disabilities Act; IEP - individual education plan, which is the written plan determined to be the most appropriate for a student and is finalized by the IEP team; IEP team - the group of individuals who support the student including the parents/guardians, general education teacher, LEA representative, and other supporting special education staff. For more information, see the Special Education page on the district webpage or the Special Education Procedural Manual which will be available in February, 2026.

SPI Superintendent of Public Instruction. If you were to picture a hierarchy with the state legislature at the top, next in line would be the State Board of Education, followed by the Office of the Superintendent of Public Instruction (OSPI). OSPI develops regulations consistent with state law for all school districts to follow.

Tech Prep Technical courses offered in a vocational education program. Also referred to as Tech Ed, Voc Ed or CTE.

Voc Ed Vocational education that meets state-defined criteria; has changed to CTE (career and technology education).

WAC Washington Administrative Code – the name for state regulations implementing state law. In schools, this is used to refer to regulations developed by OSPI for school districts to follow.

WASA Washington Association of School Administrators – state organization. Coupeville’s administrators usually are members.

WASBO Washington Association of School Business Officials – a state organization. The business manager and business office personnel are usually members.

WEA Washington Education Association – a state-wide teachers union of dues-paying members. Supports education primarily from the teacher’s perspective.

WIAA Washington Interscholastic Activities Association – Coupeville is a member. Without membership, our students would not be allowed to compete with teams from other schools in designated activities. WIAA has established regulations and rules for safe and fair competition.

WSSDA Washington State School Directors Association – a state organization representing all Washington State school districts. (It is not an option not to become a member.) Excellent support in a variety of areas for school directors, school boards, and education in general. Coupeville subscribes to its policy development service, which keeps us current with revisions in state law.

Organizational Chart

Board of Directors Morgan White, Nancy Conard, Alison Perera, Chic Merwine, Bryan Sherman	
Superintendent Shannon Leatherwood	
Directors, Principals, and Supervisors	
Director of Student Services Special Education; Highly Capable Program; Professional Development; Nursing Services	Patty Kimmel
Elementary School Principal School Programs, Title, Committees and Organizations	Erica McColl
Middle School Principal School Programs, Athletic Director, Committees and Organizations	Rebecca Cays
High School Principal School Programs, Career and Technical Education, Committees and Organizations	Dan Berard
Open Den Principal	Dan Berard
Director of Finance & HR Fiscal Services; Human Resources; Food Services; Risk Management	Brian Gianello
Maintenance Supervisor	Scott Losey
Technology Supervisor	Will Smith
Transportation Supervisor & Driver Trainer	Rob Wallace
Food Service Director	Laura Luginbill
Student Services Liaison Student Support Services: Bilingual, Migrant, McKinney Vento & Foster Care	Arianna Bumgarner

Who to Contact if I have questions about....

Topic:	Contact Person:
Association Leadership	CEA: Jennifer Mostafavinassab, Katja Willeford CESA: Shelly LaRue Teamsters: Laurie Black & Richard Dugger
Athletic Director	Rebecca Cays
Multi/Bilingual students	Arianna Bumgarner
Curriculum	Shannon Leatherwood
Emergency Procedures	Supervisor
Expense Reimbursement	Donna Bailey
Building Finances	CES - Shelly LaRue CMHS - Rosalie Fix Transportation- Rob Wallace
Forms	
Grievance issue	Association representative
Harassment	Your supervisor or Shannon Leatherwood
Instruction	Building Principal and Shannon Leatherwood
Insurance benefits	Vicki Owen- Gailey (Health Care Authority/SEBB)
Leave benefit status	Vicki Owen-Gailey
Leaves	Supervisor
Maintenance emergency	Scott Losey
Maintenance request/repair	FMX
On-the-job injury	Supervisor
Payroll	Vicki Owen-Gailey
Personal issues/concerns	Employee Assistance Program
Policies/Procedures	See District Board Docs Page for current policy and procedure Questions - Arianna Bumgarner
Registration/Student Records	CES - Courtney Simpson-Pilgrim CMHS - Candy O'Neil Open Den - Aimee Bishop Transportation - Terri Mclane
Safety issues	Your supervisor or Scott Losey
School operations	School secretaries: CES - Shelly LaRue/Courtney Simpson-Pilgrim CMS - Lisa Yoder CMHS Attendance/Athletics - Barbi Ford CMHS Registrar - Candy O'Neal

Special Education	<p>Open Den - Aimee Bishop</p> <p>Records - Terri McClane</p> <p>Assessment - Courtney Sollars</p> <p>General Questions - Patty Kimmel</p> <p>CES</p> <p> PreK - TBD</p> <p> Resource/Intensive Support: TBD</p> <p> Resource: Kelly Pierce</p> <p>CMS</p> <p> Resource- Kate Bylsma, Kathryn Deshon</p> <p> Life Skills - Melissa Casey, Ericka Locklear</p> <p>CHS</p> <p> Resource - , Kathryn Deshon</p> <p> Resource: Kate Bylsma</p> <p> LifeSkills - Melissa Casey, Ericka Locklear</p> <p>Transitions Program (RISE) - Melissa Casey</p> <p>Open Den - Melissa Casey</p> <p>SLPs: Gwen Styke and Alissa Johnson</p> <p>OT: Sara Baldwin</p>
Staff development	Patty Kimmel
Student discipline	<p>CES - Erica McColl -Principal</p> <p>CMS - Rebecca Cays -Principal</p> <p>CHS - Dan Berard -Principal</p> <p>Transportation - Rob Wallace -Supervisor</p>
Student health issues	<p>District - Kristen McCrae</p> <p>CES Health Assistant-Amanda Black</p> <p>1:1- Sarah Gadjingo</p>
Taking leave (general question)	Vicki Owen-Gailey or Brian Gianello
Taking leave (specific question)	Supervisor
Transportation	Rob Wallace - Supervisor
Vocational Education (Career and Technical Education)	Dan Berard
Work-related issues/concerns	Supervisor or association representative

Staff Directories

Each year the building secretaries work with the Tech Department to update staff directories as needed; these directories will include staff phone extensions and room numbers. Lists will be distributed to staff with the updated information and [posted on the district website](#).

The home phone and address for district employees are not made available outside the district and are restricted within the district, as follows:

- The district office will provide each association with a membership roster including name, address and phone.

Unless an employee's address and/or phone are published in the local telephone directory, this information will not be released upon request.

Personal phone numbers may be shared between offices and teams as needed for emergency situations; these personal numbers are to be kept private and not shared with students or families.

Schedules and Calendar

Schedules. School schedules, including class assignments, preparation periods and mandatory meetings, are set by the school principal. See below for basic school session times. Beginning in the 2022-2023 school year the Coupeville School District has implemented an early release Wednesday (ERW) schedule to allow time for staff professional development. See schedule below for school release times

See the following links for school schedules.

CMS: [Bell Schedule](#)

CHS: [Bell Schedule](#)

CES: 9:00 AM - 3:30 PM

Calendar. A district calendar committee, including representatives from each employee group, is responsible for recommending to the board of directors a school-year calendar. District administrators then add early release days and parent/teacher conference days prior to requesting school board approval.

[2025-2026 CSD Calendar - English](#)

[2025-2026 CSD Calendar - Spanish](#)

[2023-2023 Early Release Wednesdays](#)

For school events please see the [Coupeville School Event Calendar](#).

Keys

Your Supervisor and/or school secretary will issue keys to district facilities and or equipment as needed for you to fulfill your work responsibilities. District keys are to be kept in your possession and not made available to the public.

Please notify the school secretary or your supervisor immediately if your keys are lost or stolen. The cost associated with replacement will be determined based on which keys. Security FOBS carry a replacement cost as well.

Maps

Located at the end of the handbook

Parking

Designated staff parking areas are available near each work location. Please see this parking map for your designated parking area.

District Motor Pool

District motor pool vehicles are district property and may only be used for authorized district business. All employees must comply with the following requirements when requesting and operating a district vehicle.

1. **Authorization** - Only employees who have completed the **District Driver Authorization Process** are permitted to operate district vehicles.

Note: This process can take 10–14 days to complete — plan ahead. Once approved, your file will be updated and maintained with current documentation as needed.

The authorization process includes:

1. **Valid Washington State Driver’s License** — Submit a legible copy (front and back) to the Transportation Supervisor.
 2. **DOL Driving Record Release of Interest Form** — Complete the *employee section only* and submit to the Transportation Supervisor.
 3. **Required Training** (SafeSchools/Vector Solutions):
 - a. Defensive Driving (all drivers)
 - b. Driving Preparations (all drivers)
 - c. Van Safety (only if transporting students)Training can be found under “Extra Training — Transportation.” Certificates of completion must be submitted to the Transportation Supervisor.
 4. **Current First Aid/CPR Certification** — Required only if transporting students; submit a copy to the Transportation Supervisor.
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2. **Reservation** – Vehicle use must be scheduled in advance, 5 days, through the district’s reservation system [TransAct Travel Tracker](#). Reservations are on a first come first serve basis and no assumption of availability should be made without confirmation. On the day of your reservation print out your **Trip Ticket**; located in the reservation software under

“Your Assignment”. Bring that with you to the transportation building to pick up your keys, fuel/ferry cards, and assigned vehicle.

3. **Vehicle Inspection** – Prior to departure, the driver must conduct a walk-around inspection, check for damage, verify fuel level, and ensure the vehicle is in safe operating condition as described in the driving preparations training. Any concerns must be reported immediately to the Transportation Supervisor.
4. **Use of Vehicle** – Vehicles must be used strictly for district-related purposes. Personal use, unauthorized passengers, and transport of prohibited items (e.g., weapons, animals, hazardous materials) are not permitted. All district policies, RCWs, WACs, and applicable traffic laws (e.g, seat belt laws and mobile device laws) must be followed.
5. **Return** – Vehicles must be returned to the designated location with keys and a completed trip ticket. The vehicle should be clean, refueled, and any new damage, mechanical issues, or incidents must be reported immediately via the trip ticket comments section. If after hours or on weekends the vehicle should be parked in front of the transportation building with the trip ticket left inside, vehicle locked, and the keys placed in the key drop-box near the front door of the transportation building.
6. **Accountability** – The employee checking out the vehicle is responsible for its care, cleanliness, and compliance with district operating procedures while in their possession. Failure to follow these procedures may result in loss of motor pool privileges and/or disciplinary action.

Maintenance Requests

FMX ([Coupeville FMX link](#) Login with Google)

Policies, Procedures

In addition to federal and state laws and regulations, the school district board of directors has adopted policies and procedures relevant to district operations, as follows:

0000	Planning
1000	Board of Directors
2000	Instruction
3000	Students
4000	Community Relations
5000	Personnel
6000	District Management

The Coupeville School District Board of Directors oversees the policies and procedures of the district. Policies are reviewed and updated on a regular basis and are publicized on the [Coupeville School district BoardDocs site](#).

If there are procedures specific to your work location, your supervisor will provide them to you.

**2022-2023 Note: The Coupeville School District Board of Directors is currently updating policies regularly to match WSSDA policy numbering. Please contact Sherry Bonacci at the district office regarding policy questions or questions regarding the update schedule.*

Forms

District-level forms are additionally updated in conjunction with the corresponding policies and are additionally posted on the BoardDocs site. School-level forms will be available from your building secretaries, as well as on [Coupeville School district BoardDocs site](#). Throughout this document you find forms linked that are most often used by staff. Additionally, School and district office secretaries and/or your supervisor maintain forms most often used by employees.

If you are not able to locate a needed form or need to request an update to a form, please contact Sherry Bonacci.

Additionally, Coupeville School District is in the process of translating all student/family forms into Spanish. As updated, these forms will additionally be added to BoardDocs. If you need a form in Spanish, or another language, please contact Sherry Bonacci.

Technology

Standards for Use

Expectations for staff internet use are described in [CSD policy 2022](#) and [CSD Form 2022-F2](#).

Requests

[Technology Request Proposal](#)

Training/Support

Tech support is provided by Director Will Smith and Computer Tech Jim Dunn. Please contact the department for assistance by using the [“FMX”](#) website. Individual or group training will be arranged on an “as needed” basis.

Standard Software

The district supports the following software, installed on district computers:

Google Workspace	Docs	Word processing, labels, tables, newsletters, can print as pdf files for Web sites (all staff)
	Sheets	Spreadsheets, managing data, tables, merging into labels (all staff)
	Slides	Audio/visual presentations (all staff)
	Gmail	Email, address and phone information, calendar, to-do lists (all staff)
Google	Chrome	Internet access software (all staff)
Apple	Safari	Internet access software (varies)
Mozilla	Firefox	Internet access software (varies)

Adobe	Acrobat	Software to view pdf files (all staff)
WSIPC	Educator Access Plus	Internet connection allowing teachers to take attendance, enter grades, access information about their classes and students (teachers only)
WSIPC	Qmlativ	Student records management system accessed via Internet (designated secretaries, counselors, administrators, school nurse)
TransAct	Travel Tracker Trips	Motor pool and field/athletic trip request software (all staff)
TransAct	Travel Tracker Routing	Transportation routing software (varies)
TransAct	EZ A2B	Parent app used for registering, tracking, changing student transportation plans. (varies)

Communication

Electronic Communication - Both the voicemail system and district network are to be used by students, staff, and/or patrons in accordance with board policy and procedure 2022. Staff are reminded that all electronic communications on the district system are subject to public records request and review by your supervisor, human resources department, and public records officer.

Staff are encouraged to utilize a variety of communication methods when communicating with families to best meet the needs and increase communication, however, all communication must be able to be reviewed by your supervisor and/or Human Resources, as necessary and cannot be completed through personal means (i.e. personal cell phone number, personal facebook/email account). If you have any questions regarding this or the possibility of a new communication technique, please contact your supervisor.

Use of GoogleWorkspace

GoogleWorkspace products are used predominantly in the Coupeville School District. All employees are encouraged to become familiar with utilizing such programs as: Gmail, Docs, Sheets, Calendar, Classroom, and Meets. Staff are welcome to use any Google program to communicate with amongst staff members and enhance classroom education.

Classroom teachers and other staff as assigned by your supervisor may utilize GoogleClassroom in their teaching and communicate with students via email.

Training on Google Suite

E-Mail

Every employee has an e-mail account, which is generally an address consisting of the employee's first name initial and full last name, followed by @coupeville.k12.wa.us. Employees are expected to prudently use and manage their e-mail. Employees are encouraged to remember that all electronic communications within the Coupeville School

District system are subject to review and public records requests. Employees are requested to use the spelling and grammar check features prior to sending written communications.

Accessing from School or Home. E-mail may be accessed via Gmail. Employees are reminded that much of what is discussed over electronic communications may be confidential and are encouraged to take necessary steps to maintain the privacy of this information, including, but not limited to signing out of shared devices or devices in spaces with students/families, keeping passwords private, and angling screens away from student areas.

Groups – District and Personal. The district has created several e-mail groups for employee convenience. If you need to notify all members of a group, you may enter the group name as the address. Group lists are updated annually.

Board	School board members
Classified	All CESA members, plus non-represented classified staff
CMHS Steering	Middle and high school steering committee members
Custodians	All custodial staff
District Office	All district office staff
Transportation	All transportation staff
Teamsters	Regular bus drivers (no substitute drivers)
CEA	All CEA members
CESA	All CESA members
ES All	All elementary school staff, including the school nurse, food services, custodians
ES Classified.	All elementary school paraeducators
ES Teachers	All elementary school certificated staff
MS All	All middle school staff, including the school nurse, food services, custodians
MS Teachers	All middle school certificated staff
MHS Classified	All middle/high school paraeducators
MS/HS All	All middle and high school staff
MHS Office	All middle and high school office staff
HS All	All high school staff, including the school nurse, food services, custodians
HS Teachers	All high school certificated staff
Technology	Membership updated annually
Users-All	Everyone with a district e-mail account

Tele Communication

All employees have personal phone extensions and confidential voicemail accounts. Staff will be provided an extension upon receipt of a classroom/office; for a list of other staff extensions go to. Employees are encouraged to set up their voicemail system with an introduction including their name, position, and estimated time of return call following the prompts provided through your district phone; if you need assistance contact the Tech Department.

Staff are encouraged to use GoogleMeets through the Coupeville School account when virtual meetings are necessary/desired.

Each school has procedures for making long-distance calls. Check with the school secretary or your supervisor regarding phone logs and phones with long-distance access. Staff are encouraged to use GoogleMeets when appropriate to avoid long distance charges.

Texting/Messaging

Texting/Messaging to students or families is allowed if you have received permission from your supervisor AND are using a district device or text app (including GoogleVoice, Remind, District/Classroom Facebook Account) that can be reviewed by your supervisor. Staff is expected to keep all texting/messaging professional and minimal, utilizing the same guidelines as all other forms of communication.

Written Communication

All employees have access to Microsoft Word software and Google Docs to facilitate communication and work-related document preparation.

Employees are requested to use the spelling and grammar check features prior to sending written communications.

Outgoing Mail. Outgoing work-related mail may be left with school or district office secretaries.

District Social Media

The Coupeville School District office, school main offices, and specific programs within the district maintain a number of social media accounts to share information, promote student activities, and communicate directly with families. Staff are assigned to update these pages regularly and will receive specific instructions from their supervisor and the Tech Supervisor regarding maintaining FERPA restrictions, appropriate content, and use of social media sites. If you would like to share information on a district social media account, please contact:

Coupeville Elementary - Shelly LaRue

Coupeville Middle - Lisa Yoder

Coupeville High -

Coupeville Open Academy - Aimee Bishop

District-wide - Jim Dunn

Transportation - Rob Wallace

FERPA

A FERPA form is completed at registration for all students indicating the modes in which the guardian/student is comfortable with their information and/or image of themselves being shared. FERPA law... This form is kept on file with the registrar as well as at the District Office. All sharing of student personal information with colleges, trade schools, or military officials for the purposes of recruitment requires a check of this list and removal of students whose forms indicated so. Additionally, guardians may opt out of having their students photos in the Yearbook or in online or print communications by the district of school. This list must be checked, and all students removed whose FERPA forms indicated so before publishing/sharing with an outside source. To receive access to this list contact your school registrar or the Assistant to the Superintendent.

Other

Inventory and Surplus Property

The district will maintain a comprehensive capital assets record-keeping system. The goal of the capital assets program is to protect the district against losses that would significantly affect the district's students, staff, property, budget or the ability of the district to continue to fulfill its stewardship responsibilities.

For purpose of this policy, "capital assets" will mean land, improvements to land, easements, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure and all other tangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period, each item of which:

- A. Retains its shape and appearance with use;
- B. Is nonexpendable, meaning that, if the item is damaged or some of its parts are lost or worn out, it may be more feasible to repair it than to replace it with an entirely new item;
- C. It does not lose its identity when incorporated into a more complex unit;
- D. Is valued no less than \$5,000 unless a lesser amount is set by the district; and
- E. Has a life expectancy of at least one year.

Federal law requires a physical inventory of federally-funded assets at least once every two years. Reconciled inventory reports will be provided to the board. Missing capital assets will be removed from district property records by a vote of the board.

No equipment will be removed for personal or non-school use.

Theft-sensitive Assets

For purposes of this policy, "theft sensitive" are those items identified by the district as most subject to loss. A list of theft-sensitive assets shall be maintained by the district. The district should establish procedures for internal controls and conduct an annual inventory of theft-sensitive assets.

The Board will be provided a report identifying assets not accounted for in the annual inventory. These assets will be removed from district property records through Board action annually.

The superintendent will develop procedures to implement this policy, including maintenance requirements and sales procedures to ensure the highest possible return.

Surplus Board Policy 6881

[https://go.boarddocs.com/wa/coupeville/Board.nsf/files/CJMTMR7812C6/\\$file/6881-F1%200315.pdf](https://go.boarddocs.com/wa/coupeville/Board.nsf/files/CJMTMR7812C6/$file/6881-F1%200315.pdf) Speak with your supervisor.

Volunteers

Volunteers perform essential support services in our schools. Volunteers must complete an application to volunteer at least two weeks prior to serving, to allow district office staff time to complete the background check. Once cleared, the approved volunteer status is good for two years and then must be renewed.

The district office maintains a database of approved volunteers, and provides the information to school secretaries. The status of a volunteer may be verified through the school secretary.

Staff

Safety -

Scott Losey is the district's safety officer. He can be reached by phone at 678-2408 or e-mail at slosey@coupeville.k12.wa.us

Transportation -

Rob Wallace is the district's point of contact for any transportation related issues during or after business hours. He can be reached by phone at 360-678-2429 or e-mail at rwallace@coupeville.k12.wa.us

Emergency Procedures

Each classroom and office has emergency procedures affixed to a clipboard for ready access.

Threats

In the event that a staff member becomes aware of a threat to the students, staff or school they are to communicate with their supervisor immediately and to save and pass along all evidence to their supervisor to provide to law enforcement.

Video Surveillance

The district has installed digital video cameras at key locations on the secondary and elementary school campus to monitor the premises, serve as a deterrent to vandalism, and help identify individuals if vandalism or other damage occurs. School buses also have digital surveillance cameras installed.

Required Safety Trainings

First Aid/CPR Training

Employees having the following job descriptions must maintain current first aid and CPR certification:

- Bus drivers
- Coaches (head and assistant)
- Paraeducators, if required by their job description
- Student Support Services Coordinator
- School Nurses
- Secretaries, if required by their job description

SafeSchools

Blood borne pathogens, diabetes, etc.

The Coupeville School District utilizes SafeSchool/Vector training for all employees. This online platform offers a variety of courses and resources focused on safety, including student safety, wellness, bullying prevention, and cybersecurity awareness.

An important part of your introduction to Coupeville School District is your participation in a series of training that will equip you to be successful in the workplace. All employees are required to complete mandatory SafeSchools/Vector training prior to the start of employment. Additionally, at the beginning of each new school year new training will be assigned to all current CSD employees. Many trainings are required by the state and others will be assigned based on a district rotation.

The SafeSchools/Vector training is a key component of Coupeville School District's broader efforts to create a safe and supportive learning environment for all students.

SafeSchools/Vector enables staff to make schools safer, more welcoming, and more effective places to work and learn professional development.

Additional training may be assigned depending on position/classification
Paras, secretaries, food service, bus drivers, coaches, etc.

Staff Injury

If you are injured on the job, seek immediate assistance if needed. Classroom staff may ask a student to call the office or go to a neighboring classroom for help. On-the-job injuries are covered by Department of Labor and Industries workman's compensation. Employee Injury Report Forms are available at each office. Here is the [Employee Injury Report Form](#).

If the injury warrants seeing a health care provider, please inform them that the injury was sustained at your workplace. The health care provider will complete necessary L&I claim forms.

Scott Losey, our safety officer, may visit the site of the accident to determine whether there are any changes to district facilities or furniture that need to be made to avoid future injuries.

While they are often most readily available, chairs or tables are not to be used as stools or ladders to extend your reach. Please submit a maintenance request for the loan of a step stool or ladder, and consider rearranging your workspace to avoid storing needed materials out of reach.

Staff Injury Reports

Employee Injuries

Employees need to self-report injuries received on the job.

Student Injuries

Employees must report student injuries occurring while the student is under the employee's supervision. Forms are available from each office.

Committees

Our district makes better decisions when there is input from our stakeholders. Each year the district initiates various committees such as the Instructional Materials Committee which oversees curriculum reviews and updates. The committee process takes input from committee members to be proposed to administration and/or the school board. Committees make recommendations to the board of directors. Annually, the district or schools will announce the

committees for the year and provide opportunities for staff to either serve on committees or direct their input to committee members.

Human Resources

Privacy Rights

Employees have a constitutional right to privacy in those areas in which they have a reasonable expectation of privacy. The district will balance this right to privacy against the district's need for supervision, control and efficient operation of the workplace. Employees may be subject to searches of their work area, computer, email, property or vehicle located on district property at the district's discretion, and employees are expected to cooperate or risk disciplinary consequences.

Changes of Information

Please notify your school secretary or supervisor if your home phone, emergency contact, and/or mailing address changes. It is important to have current information in case of an emergency.

Please notify Vicki Owen-Gailey at the district office of changes to your home phone, mailing address, or a change in bank accounts to ensure that your monthly paycheck is deposited correctly and that SEBB has your updated address information.

Compensation

Payroll. Employees are paid monthly on the last business day of the month, with annual compensation distributed over 12 months for regular full or part time employees. The district deducts required employee income tax withholding, Social Security, retirement, and union dues, as well as voluntary deductions designated by the employee as authorized by the district. These deductions will be shown on each payroll statement, along with employer contributions, and a statement of leave status. Questions about payroll should be directed to Vicki Owen-Gailey in the district office.

Employees issued a supplemental contract will be paid for that work as described in the contract terms.

Investments. The Deferred Compensation (457) Plan administered by the Washington State Department of Retirement Systems and numerous other tax-sheltered investment programs (403b plans) are available to employees and may be established as payroll deductions. A list of representatives and contact information is available in the payroll department.

Salary Schedules. The majority of classified staff, all bus drivers, and all certificated staff other than administrators are paid in accordance with salary schedules developed through negotiations between their union and the district. The salary schedules are included in the Collective Bargaining Agreement for each association.

Contracts – Regular and Supplemental. All certificated, administrative, supervisory, and non-represented employees will receive an employment contract each year identifying the terms of their employment. Classified staff will receive a notice of reasonable assurance that

they will be employed the following year. At the start of the school year, each classified employee will receive an annual salary calculation.

The district issues supplemental contracts for coaching and advisory positions, and for additional work days unique to an employee's position.

August 15th is the deadline for expenses to be included in the current school year.

Benefits. The district offers a number of benefits to its employees, including insurance, paid leave for sickness, bereavement, unpaid leaves (subject to approval), and paid holidays. Employees must be scheduled for a minimum of 630 per year to qualify for insurance benefits .

Insurance. The District pays the full portion of the employer contribution to the School Employees Benefits Board (SEBB) for insurance programs as adopted in the statewide collective bargaining agreement for all employees who meet the eligibility requirements. Information on the current benefits available through SEBB, eligibility, enrollment commencement and end timelines, and dependent enrollment are available online at [the SEBB website](#) of the Washington State Health Care Authority.

Benefits presently provided by the SEBB include but are not necessarily limited to:

- Basic Life and accidental death and dismemberment insurance (AD&D)
- Basic Long-term Disability
- Vision
- Dental which may include orthodontia
- Medical

Employees are eligible to participate in the SEBB offered Medical Flexible Spending Arrangement (FSA) and Dependent Care Assistance Program (DCAP). Employees who select a qualifying High Deductible Health Plan (HDHP) for their medical insurance will automatically be enrolled in a Health Savings Account (HSA). These employees may choose to make additional contributions to their HSA through a payroll deduction.

The only times an employee may change insurance coverage are:

- o at the time of employment,
- o during open enrollment in September/October,
- o following a “qualifying event” such as death, divorce, or the birth or adoption of a child

COBRA and Continuation of Coverage. COBRA contains provisions giving certain former employees, retirees, spouses, former spouses, and dependent children the right to temporary continuation of health coverage at group rates. District employees covered by medical or dental insurance may choose to continue coverage if their hours are reduced or their employment is terminated for reasons other than gross misconduct. COBRA benefits are now administered through SEBB. Go to the [SEBB website](#) for more information.

Leave. Collective bargaining agreements and district policy define leave benefits available to employees. Please review these documents for leave benefits available to you.

Holidays. Full-year employees are paid for ten holidays per year. Classified school-year employees will be paid for seven holidays per year.

Educator Discounts. Many computer and software vendors provide discounts for employees of public schools. It is worth asking any time you need new equipment or software whether a discount is available.

Employee Assistance Program. Through Cascade Centers, The Employee Assistance Program (EAP) is a free and confidential benefit that can assist you and your eligible family members with any personal problems. Contact Vicki Owen-Gailey in the district office for more information.

Notary Public. Fiscal Specialist, Donna Bailey, is a Notary Public and can notarize documents requiring signature verification. Please bring state/government issued identification if you are needing this service.

Evaluations

The purpose of the employee evaluation process is to reflect upon and support continued improvement. Board policy or collective bargaining agreement language covers the evaluation process for district employees.

If an employee does not agree with all or a portion of an evaluation, and the disagreement is not resolved through discussion with his/her supervisor, the employee may submit a rebuttal statement and have it attached to the evaluation document that is maintained in the employee's personnel file.

Grievances or Complaints

Our district culture calls for high standards of behavior from staff and students. This includes using effective communication skills and a step-by-step decision making model to resolve differences or complaints.

At times, the efforts made by individuals, by an employee and supervisor, or by an association and the district do not fully resolve a work-related issue. The collective bargaining agreements and district policy include guidelines for filing a grievance in these instances. A grievance is a formal complaint, committed to writing, that identifies who is submitting the complaint, what the specific complaint is, and what the person or association submitting the complaint would like to see happen as a result.

The board of directors has adopted policy 5271 – Reporting Improper Governmental Actions to authorize employees to submit a report of actions the employee perceives to be contrary to state or federal law. The district will protect employees against retaliatory employment actions when the reports alleging improper governmental action are made in compliance with this policy and its related procedure.

Personnel Records

The district office maintains a permanent employee file containing hiring and evaluation information, as well as certification and experience information for certificated staff. An employee may review the contents of his/her personnel file during normal district office hours. Personnel files also may be reviewed by the employee's supervisor.

The district office keeps a separate file of confidential information concerning health benefits, payroll, and other personal information.

Supervisors are allowed to create and maintain a working file regarding the employees they supervise. These files are destroyed when the supervisor leaves the district.

Substitutes

The Frontline Absence Management (Aesop) system is designed for employees to create their own absences in the system. The calendar allows you to select the dates when your absence will occur. Staff with absences greater than two (2) days will work with administration to secure a mutually agreed upon substitute.

Substitutes scheduled for unexpected absences are called according to a listing of approved substitutes. Frontline will call substitutes in random order, or as dictated by the setting selected on the district preferred substitute list, as well as each of the school and employee preferred substitute lists. The system will only place calls to "qualified and available" subs.

In the school buildings Frontline (Aesop) schedules substitutes for employee absences. Maintenance, Transportation, and Food Service substitutes are scheduled by the Director or Supervisor of these departments.

Professional Development

The district's emphasis on continuous learning applies to employees as well as students. With input from staff, the superintendent, program directors, and school principals develop an annual schedule of professional development for early release days and district-directed work days beyond the school year. If you see or hear about a training or workshop that you believe would improve your work performance, please contact your supervisor to discuss the possibility of attending. Note that there is no guarantee that funding will be available.

If the district schedules an employee to participate in a conference or training opportunity, the district will reimburse the employee for travel expenses and will pay the conference or training registration fee.

New Teacher Mentorship Program

At the beginning of the school year, CEA and CSD will establish a mutually -agreed upon number of mentor teachers and will jointly select said mentors to help assist new teachers or any other teacher they believe need additional assistance. Each mentor teacher will be available to mentor another teacher approximately one (1) hour per week. This mentoring may include conversations, assistance in developing lesson plans, listening to and helping address teaching

concerns and more. Each mentor teacher will receive a paid stipend in the amount equivalent to five (5) days at their per diem rate, which will provide up to 37.5 hours of mentoring. Mentors and Mentees will participate in an intentional, structured mentor program to be developed jointly with CEA and the District. The CSD joined the BEST (Beginning Educator Support Team) consortium with NWESD 189 in 2022. This program provides mentorship standards for mentors and access to assistance for mentees. Mentors are selected by administration using a set of criteria including, but not limited to, availability of staff members, and position of cohesion with Mentee.

Employee Associations

The Coupeville Education Association represents all certificated staff who are not in administrative positions. The superintendent meets monthly with representatives from the CEA to enhance communication on concerns, issues, and general operations.

The Coupeville Educational Support Association represents most classified staff, except those in the district office, construction office, and supervisory positions. The superintendent meets monthly with representatives from the CESA to enhance communication on concerns, issues, and general operations.

General Teamsters Local Union No. 231 represents all bus drivers.

Association officers and/or building representatives and the Teamsters stewards are available to answer questions about association issues. The schools have bulletin board space designated for posting of notices by the CEA and CESA. Transportation building has bulletin board space designated for posting of Teamsters information.

Monthly dues may be deducted from the paychecks of represented staff.

Collective Bargaining Agreements

The district has collective bargaining agreements with its three employee associations. These agreements cover the terms and conditions of employment for represented members. The most current version of each agreement is posted on the district website: [Coupeville School District on the “Staff” page](#).

District policies define the terms and conditions of employment for employees not covered by an association (usually referred to as “non represented staff”). If a policy conflicts with a provision of a collective bargaining agreement, the agreement language takes precedence over policy.

Check In / Check Out & Summer Access

Each department has developed procedures for staff when returning to school and checking out at the end of the school year. School offices will make their checkout forms available each spring.

Personal Items at School

In accordance with department procedures, employees may bring personal items to school, keeping in mind that classrooms are not always secure environments and that the district is not responsible for theft or damage to personal property.

Students

Student Handbooks

Coupeville Elementary, Middle, and High Schools prepare student/family handbooks for distribution each year. All staff working with students need to be familiar with the student handbook each year.

All handbooks are updated annually and posted on the school websites each September.

All school employees are expected to be familiar with the handbook for their school and to help in enforcing school rules.

For more information regarding student discipline see Board policy [3241- Student Discipline](#) and procedures [3241-P](#). Policies and procedures additionally related to student conduct include:

- [3205](#) & [3205-P](#) - Sexual Harassment of Students Prohibited
- [3207](#) & [3207-P](#) - Harassment, Intimidation or Bullying
- [3260](#) & [3260-P](#) - Student Privacy and Searches

Student Records

with Washington State records retention guidelines. Each school and the district office have copies of the “[General Records Retention Schedule and Records Management Manual](#).” If you have a question regarding whether documentation needs to be kept, or for how long it needs to be kept, please consult this manual, or contact Sherry Bonacci at the district office.

Student records are maintained electronically, in addition to a cumulative file on record in the school office. The special education department maintains both electronic and written files as required by law. Individual programs and service providers also may maintain electronic or written student records.

The district office retains copies of all fiscal records, and maintains personnel records.

Confidentiality

The confidentiality of student information must be respected. Any discussion with other staff about students or their families should take place in an appropriate setting, as should discussions with students or parents.

Multi-Tiered System of Supports (MTSS) -

Per OSPI, Multi-Tiered Systems of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. When MTSS is implemented with fidelity, this prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and non-academic supports to meet the needs of the whole child. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within

systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

For a 20 minute video about MTSS from OSPI, go to:

<https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss>

How does the MTSS process work for the Coupeville School District?

At the elementary level:

- Please refer to the [CES MTSS Handbook](#) for detailed information regarding the multi-tiered systems of support process

COUPEVILLE ELEMENTARY MTSS REFERRAL FORM (Section 8 of Handbook)

Date of Referral: _____

Student Name: _____ Grade: _____ DOB: _____

Teacher: _____ Parent/Guardian: _____

Parent Contact Date: _____ Method: Phone Email In-person

AREA(S) OF CONCERN (Check all that apply):

- Academic - Reading Academic - Math Academic - Writing
 Behavior Social-Emotional Attendance
 Other: _____

SPECIFIC CONCERN STATEMENT:

Describe the specific, observable, measurable concern:

CURRENT PERFORMANCE DATA:

iReady Reading: _____ (Date: _____) Expected: _____

iReady Math: _____ (Date: _____) Expected: _____

DIBELS: _____ (Date: _____) Expected: _____

Classroom Assessment Average: _____ Grade Level Expected: _____

TIER 1 INTERVENTIONS ALREADY ATTEMPTED:

1. Intervention: _____ Duration: _____ Outcome: _____

2. Intervention: _____ Duration: _____ Outcome: _____

3. Intervention: _____ Duration: _____ Outcome: _____

STUDENT STRENGTHS:

ADDITIONAL INFORMATION:

IEP 504 Plan ELL Previous MTSS Other: _____

Teacher Signature: _____ Date: _____

At the secondary level:

1. Teachers and staff get to know the students well. Look for strengths and challenges. Make note of what accommodations and interventions you are using to help small groups and/or individual students access the curriculum. Collect data to show growth (if you need support on how to collect relevant data, please reach out to special education teachers, the school psychologist, school counselors or special education director). Additionally, at the secondary level students can be requested by staff to attend Tutorial for review, reassessment, or any other additional support. Students may also request to work with staff for additional support during Tutorial.
2. When staff have concerns about a student/s who is/are not making expected growth and/or disclosing/displaying symptoms of a mental health concern, they should fill out the student support form, which is located in the secondary staff Google Classroom.
3. Referrals are reviewed weekly with the Counseling Team (CMHS Counselors, SAP, Registrar, Student Support Liaison, Administration, and teachers as needed) to determine the most appropriate follow up procedure.
4. The Counseling Team follows up weekly for each student. They discuss progress, share additional information, and explore additional referrals, including, but not limited to:
 - a. IEP or MDT Team, as appropriate
 - b. Mental Health/Substance Abuse Treatment

**Students may additionally self-refer for counseling/mental health support through the link provided in each grade level's Google Classroom.*

School Counselors/Behavioral Health Professionals

Coupeville School District recognizes the increasing needs for social emotional and mental health support for our students. The following individuals work with students on each campus to support these needs; School Counselors are the first contact for students of concern both academically and emotionally. Counselors will assist in making appropriate referrals within district or community support as appropriate. Additional services may be available within the school or in the community to specific families/students based on criteria:

Coupeville Elementary School:

Bridget Littlefield

School Counselor

In office: Monday through Friday, 8:30 to 4:00 pm

360-678-2475

blittlefield@coupeville.k12.wa.us

Amanda Potter

Licensed Independent Clinical Social Worker

Educational Service District 189

In office: Tuesdays and Thursdays

*Referrals through School Counselor

apotter@coupeville.k12.wa.us

Coupeville Middle/High School:

Shawna Sparrow

School Counselor, Grades 10-12

In office: Monday through Friday, 7:30 to 3:30 pm

360-678-2417

ssparrow@coupeville.k12.wa.us

Lori Atlas

School Counselor, Grade 6-9

In office: Monday through Friday, 7:30 to 3:30 pm

360-678-2418

latlas@coupeville.k12.wa.us

Lyndsi Applegarth

Student Assistance Professional

Educational Service District 189

In office: Monday through Friday, 7:30 to 3:30 pm

360-678-2589

lapplegarth@coupeville.k12.wa.us

Districtwide:

Arianna Bumgarner

Licensed Associate Social Worker

Social Work & Crisis Response Coordinator

360-678-2419

abumgarner@coupeville.k12.wa.us

Kathi Zellers

Military Family and Life Counselor (MFLAC)

Naval Airstation Whidbey Island & Leidos

In office: Wednesdays & Thursdays, 8 to 4:00 pm

kzellers@coupeville.k12.wa.us

Special Education.

Students with Disabilities (IEP's and 504's)

The Section 504 regulation in the Washington state RCW requires all school districts to provide a “free appropriate public education” (FAPE) to each qualified person with a

disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability. Please note, not all individuals who have disabilities need accommodations and/or specially designed instruction. The following bullet points are for students who may need these:

- If a student's disability demonstrates that they may need additional accommodations, the student may qualify for a 504 plan. This can only be decided as a team. If you have a student who you think may need a 504 plan to access their FAPE, please contact your school counselor.
- If a student's disability demonstrates that they may qualify for Specially Designed Instruction (SDI) in order to access their FAPE, the student may qualify for special education services. To start the process, please utilize the MTSS section in this Staff Handbook. If a student already has an IEP, but there are additional areas of concerns, please contact the student's case manager or the school psychologist for next steps.

Highly Capable

Students may be recommended by staff, families, community members, or self advocate to be tested for the highly capable program.

To ensure that we are eliciting students in our highly capable program in an equitable way, all students in certain grades are screened (currently: 2nd & 5th grade). If a student passes the screener above the 95th percentile on the pre-screening, they are post-screened for High Capable services.

Students at the Elementary level (currently 4th & 5th), may elect to join the self-contained classroom; ASCENT taught by Mrs. Sarah Boin. Students in ASCENT will still go to specials such as PE, Art, etc. However, they will not rotate classrooms, and will receive all of their academic instruction with Mrs. Boin.

Student Support Programs

The Student Support Programs within Coupeville School District focus on the removal of external barriers for students in having full access to their education.

For more information related to these programs or qualifying student contact: Arianna Bumgarner, abumgarner@coupeville.k12.wa.us.

These programs include the following:

Multilingual Learners (MLL)/Transitional Bilingual Program (TBIP) -

- Eligibility: Families/students self-identify as Multilingual Learners through the Home Language Survey all families/students complete upon initial enrollment.
- Qualification:
 - Students are screened utilizing the WIDA Screener in the language domains of: Listening, Speaking, Reading, and Writing. Students who have a language proficiency level of emerging or progressing are eligible for services.

- A student will continue to qualify for English language development services until they meet the exit criteria on the WIDA annual assessment and transition from the program. To exit the program, they must test proficient in each of the four domains on the annual assessment.
- Academic Programming:
 - Coupeville School District's Model for services to MLL students is Supportive Mainstream; students in the Supportive Mainstream model access grade-level academic content and English language development through participation in their mainstream classrooms with support provided individually or in small groups by specifically trained educators.
 - Program staff will collaborate with classroom teachers and building administrators to tailor additional individualized instruction to meet the needs of all students eligible for services within each campus's student support structure. Qualified students will have access to the online LexiaCore5 or Lexia - English Language Development curriculum for additional support.
- Professional Development: Professional development will be provided to instructional staff across the district throughout the school year on the following topics variety of ways, including:
 - English Language Development Standards Framework
 - WIDA Screening & Assessment
 - Universally Designed Learning for English Language Learners

For more information see: [OSPI - Multilingual Learners](#).

Migrant Education Program - The goal of the Migrant Education Program (MEP) is to ensure that all migratory children reach challenging academic standards and graduate with a high school diploma (or equivalent) that prepares them for responsible citizenship, further learning, and productive employment.

- Qualification: Students qualify for the MEP through an eligibility determination conducted by the Regional Recruiter and are eligible ages 3 to 21 years.
- Services: Qualifying students receive additional support through school/preschool enrollment, higher education opportunities, vocational support, etc.

McKinney Vento & Foster Care Programs - The McKinney Vento and Foster Care Program are mandated in every public school in the country is outlined by the McKinney Vento Homeless Assistance Act (1987) as amended by the Every Student Succeeds Act (2016) with the purpose of removing barriers to education for homeless youth (McKinney-Vento), and students in foster care.

- Qualifications:
 - McKinney-Vento: Youth who are lacking nighttime residence that is fixed, regular, and/or adequate.
 - Unaccompanied Youth: McKinney-Vento youth that are not in the physical company of their guardian on a regular basis.
 - Foster Care: Students in State Custody, including those returned home on a trial basis.
- Services: Program staff performs the services of the McKinney-Vento and Foster Care Liaison, including support through equitable enrollment, resource navigation, and academic support, as needed.
- More Information:
 - McKinney-Vento: CSD Policy & Procedure [3115](#) and [3115-P](#) : Homeless Students - Enrollment Rights and Services and [OSPI - Students Experiencing Homelessness](#).
 - Foster Care: CSD Policy & procedure [3116](#) & [3116-P](#) - Students in Foster Care and [OSPI - Foster Care](#).

Family Support -

- [Student & Family Support Center](#) - All families are eligible for support services as relates to basic needs and resource navigation regardless of program qualifications. The Student Support Programs operates the Student & Family Support Center in Annex 301 at the CMHS Campus with resources available for all families by appointment. Families are encouraged to text/call Arianna Bumgarner at 262-528-3774 to set up an appointment.
- Interpretation and Translation Services - Per [CSD Policy 4218 - Language Access](#) and Title VI of the Civil Rights Act of 1964: All students/families are entitled to receiving communications, both written and verbal, in their native language. CSD strives to provide equal access to our multilingual families by providing education, communication, and access to school personnel through the use and availability of interpretation and translation.
Staff will be updated annually on services available with interpretation/translations, and support provided in ensuring successful communication with multilingual families.

Safety & Response

Medication at School

Student use of any medication (over the counter or prescription) at school requires written permission. If a parent sends medicine to school with a student, please send the student and the medicine to the school office, per [CSD Policy 3416 - Medication at School](#).

Student Injuries

In the event that a student is injured, the supervising or witnessing staff member is required to complete the [3460-F1 - Student Injury Report](#) and contact the student's guardian to let them know. Additionally, the student should be referred to the nurse if appropriate and any follow up steps communicated to the guardian. The Injury Report will be reviewed and signed by the school principal or department supervisor who then routes it to the Superintendent and Business

Manager. A determination will be made by the Superintendent if the report additionally needs to be reviewed by the Safety Officer.

Behavior Response

If there is an incident involving a student that needs to be documented, use the Student Behavior Intervention Form. If there is isolation or restraint during the incident, include the Restraint/Seclusion form(see previous item in handbook). If there is injury, include the Student Injury Form (see previous item).

Child Abuse Reporting

Per CSD [Policy 3540](#) and procedure [3540-P](#) and RCW 26.44.030, all District employees are mandated to report signs of child abuse, neglect and exploitation. Employees will receive yearly training on mandated reporting guidelines and signs of abuse/ neglect/exploitation. Reports must be made by the person who witnessed the reportable sign within 48 hours following the event. To make a report follow the instructions as outlined in [3540 F1 - Confidential Report of Possible Child Abuse](#).

Fundraising Activities

ASB Fundraising activities

Student ASB groups, clubs, and athletic teams, as well as teachers organizing field trips, may request authorization to do fundraising activities in our community. Approval is required before the activity begins. **To facilitate timely board approval, requests should be submitted to your school principal in June for the following year.** Authorization is granted as follows:

- The school principals have the authority to approve or not approve fund raising activities within the school sponsored by students for the benefit of ASB groups or for General Fund activities, such as field trips.
- The board reserves the right to approve or not approve fund raising activities within the school sponsored by students for the benefit of individual students or a group of students. A benefit to the approved school organization (ASB) or educational program (General Fund) must be demonstrated to warrant approval.
- The superintendent has final authority to approve or not approve the solicitation of funds within the schools by outside organizations, in accordance with board procedures.

The school board prefers to review the majority of requests at the same time. This helps avoid duplicate activities (for example, three different groups selling candy or wrapping paper). Staff and students generally have been very creative in developing fundraising activities!

Field Trips

Field trips may be integral to class or course learning experiences. Parent permission is required for all field trip activities that require students to travel off campus. Field Trip Request Forms are available at each school office. For ease of planning, feel free to utilize this [Teacher Field Trip Checklist](#) to ensure all requirements are met.

Teachers are encouraged to plan field trips at the beginning of the school year, to allow adequate time to:

- obtain principal permission (local/regional day field trips);
- obtain school board permission (overnight or out-of-state field trips); deadline is 10 days prior to a regular board meeting date. Board meetings are held on the last Thursday of each month;
- arrange for transportation;
- contact The Connected Food program to arrange for lunches (if needed). See [Field Trip Lunch Procedure](#)
- secure sufficient volunteers to chaperone the trip (volunteer applications must be turned in two weeks prior to the event);
- obtain written parent permission;
- arrange/obtain funding to pay all expenses
- staff are responsible for being trained by the school nurse and administering medication as prescribed, following a student's IHP (if applicable)

Food

National School Breakfast Program. Breakfast is available for all students at Coupeville Elementary, Middle and High School in compliance with National School Breakfast Program policies. Service location, schedule, and allowable locations for students to eat are designated by the school principal. Under current federal and state laws, breakfast is provided at no cost to all students at Coupeville Elementary. Breakfast at Coupeville Middle and High School is \$2.25. Coupeville School District staff may purchase breakfast for \$2.25.

National School Lunch Program. Lunch is available for all students at Coupeville Elementary, Middle and High School in compliance with National School Lunch Program policies. Service location, schedule, and allowable locations for students to eat are designated by the school principal. Under current federal and state laws, lunch is provided at no cost to all students at Coupeville Elementary. Lunch at Coupeville Middle and High School is \$3.85. Coupeville School District staff may purchase lunch for \$6.00

Meal Charges: Per Board policy and procedure [6700](#) 'Charge Policy' District employees may use a charge account for meals, but may charge no more than \$25 to their account. When an account reaches this limit, the employee will not be allowed to charge additional meals or a la carte items until the negative account balance is paid. See [6700-P](#) for guidance on student unpaid meal charges.

Dietary Accommodations. Per federal law, districts operating the National Breakfast and Lunch programs must provide dietary accommodations for students. Accommodations are made for confirmed medical needs that substantially limit a major life activity, which can include allergies and digestive conditions, but does not include personal diet preferences. Dietary accommodations must be reasonable and cannot fundamentally alter the nature of a district's Food and Nutrition Services Program. All district staff should immediately notify both the School Nurse and Food Service Director if a student or parent requests or states the need for

dietary accommodation. Reference the [Special Dietary Accommodation Procedure](#) for additional guidance.

Food as Student Reward. The district’s nutrition and physical fitness policy discourages the use of food as a reward for students. Teachers and support staff are encouraged to use verbal rewards (“Well done!” “Way to go!”), stickers or stamps (gold stars), or other creative means of recognizing positive behaviors and accomplishments. Refer to Board policy and procedure [6700](#).

Food in Classrooms. School principals will provide direction regarding food and beverages in the classroom.

Food on Buses and Vans. Under **WAC 392-145-021, eating, drinking, gum-chewing, seeds (like sunflower seeds), and candy** are all prohibited on school buses. Students may not consume any food or drink during transportation. **No food or snacks** may be handed out by staff or consumed by students **while on the bus**. That includes directly before, during, or after routes.

Extended School Year

The purpose of ESY services is the maintenance of a student’s learning skills or behavior, not the teaching of new skills or behaviors.

An IEP team’s decision for ESY should be based upon regression and recoupment time based on documented evidence, or on the determinations of the IEP team, based upon the professional judgment of the team and consideration of the nature and severity of the student’s disability, rate of progress, and emerging skills, with evidence to support the need.

Board of Directors - The Coupeville School District is made of 5 director positions, 3 of which reside within specific districts within the wider school district and two, “at-large.” Directors are traditionally elected and serve 4 year terms.

Directors

To view the current list of Board members see the [CSD website](#). All Board Director contact information is public and can be accessed: [Board Public List 2022-2023](#).

Meeting Announcements/Agendas

The Coupeville School Board meets for Regular Meetings on the last Thursday of every month at the Coupeville school board room at 501 S. Main Street, Coupeville, Annex Room 305, unless otherwise posted. All meetings are open to the public unless the Board meets in executive session in accordance with the Open Public Meetings Act. Meetings are held in-person and audio and streaming options continue to be available. For a list of upcoming meetings, see the [CSD website](#).

All meeting agendas are uploaded to BoardDocs at least 24 hours prior to the meeting. In order to view past and future meeting agendas and minutes, please go to: [Coupeville Schools BoardDocs](#)

Public Comment

Per [CSD Policy 1400 - Meeting Conduct, Order of Business and Quorum](#) time for Public Comment is provided at every Regular Board meeting following the adoption of the consent agenda. Public Commenters are allowed 3 minutes each and must sign up in the 10 minutes prior to the Board Meeting's start time.

Operational Funding

Annual School District Budget

The process and guidelines for developing the school district budget is defined in board policy and procedure. Here's a quick summary:

The budget process focuses on four major categories:

1. **General Support** includes administrative and support staffing, operation and maintenance of the plant, operation of the superintendent and business offices, utilities, insurance, data processing, printing/photocopying services and repairs, motor pool, community education, and pupil transportation. This budget is developed by the superintendent and business manager, in cooperation with the Superintendent's Cabinet.
2. **Categorical Programs** includes programs for which revenues are available and which may only be spent for specific programs. Categorical programs include: Special Education, Title 1, LAP, Title V, Bilingual, grants, and others. Categorical program budgets are developed by the administrator responsible for the program, with assistance from the business manager
3. **K-12 Programs.** Budgets for text adoption, technology replacement, and furniture replacement are developed at a K-12 level and are managed by district-level administration. Budgets for district inservice, instructional materials, and special programs not included in category 2 above, and which focus on the entire K-12 spectrum are developed by the administration in accordance with available funding.
4. **School Budgets.** A separate budget is developed for each of the three schools – elementary, middle, high and Open Academy.
 - School budgets are developed at the school level and allocates funds to the various school programs and activities.
 - School budgets will include expenditures for supplies and materials, staff development and travel, student field trips, learning resource/library materials, and equipment.
 - School budgets should be prepared to fully fund school activities, without imposition of student fees or costs, except for fees for student-owned projects, unless approved by the school board.

Guidelines that the district must meet in developing the budget are:

- **Balanced Budget.** Annual revenues must cover annual expenses, except in instances where prior year funds are specifically carried over for a particular purpose. The school board has designated 6% as the target cash reserve to address emergencies that may arise.
- **Prioritization.** Budget priorities and decisions are made using the following criteria, listed in order of importance:
 1. Student Safety
 2. Legal Requirements/School Board Policy
 3. Strategic Plan : Program and staffing changes will be reviewed for compliance with the district's Strategic Plan
- **Staffing.** The district will move towards the state-funded staffing ratio. This will be done by attrition, looking at each position vacated to determine whether it should be refilled.

- K-12 Budgets. Allocations for text adoptions, technology, and furniture replacement will be managed on a K-12 level. An allocation will be determined and provided for each of these categories.
- All Other Programs. Budgets for general support (utilities, insurance, data processing, etc.) will be based on actual costs and contract provisions with various outside vendors.
- Categorical Programs. Categorical programs must be self-supporting, with the exception of Special Education.
- Grants. The school district has aggressively sought grants to enhance programs and improve student learning. The district will continue to seek outside funding.
- Contingency Plan. In order to be responsive to drops in enrollment or funding, expenditures for departments may not exceed 75% of the total department budget before April 1.
- Transportation Vehicle Fund. The purchase of new school buses will be funded primarily by state depreciation revenue. A transfer may be made from the general fund, as needed to supplement the depreciation funds in order to maintain the fleet.
- Maintenance. Long-term, periodic, and ongoing maintenance needs and replacement cycles will be planned and cost out.
- Curriculum and Instruction. Funds for curriculum development, staff development, and textbook adoptions will be managed on a K-12 basis. Staff development is a top priority and will be provided to all staff to support and further district and state goals. An annual allocation will be provided for textbook adoption.
- Technology. An annual allocation will be provided for the replacement and maintenance of the existing wide area network of computers. The district will maintain its qualifications for e-rate discounts for eligible equipment and services. Training, maintenance, and replacement cycles will be provided for all hardware and software through the district's technology plan.

Timeline for Budget Development

- January-February** Business office prepares enrollment projections, preliminary revenue forecasts; reviews needs identified by schools.**March** Preliminary budget information presented to the board of directors. Budget guidelines provided to the superintendent.
- March-May** Schools, categorical programs and ASB groups develop budgets.
- June** Draft budget presented to board.
- July** Public hearing regarding the budget and budget adoption.

Account Codes

Every dollar received in the district and every dollar spent in the district has an account code attached to it so that we can track what it costs to operate the district and make sure that income and expenditures are allocated properly. Every request to purchase something using district funds must have the appropriate account code attached. School secretaries and department supervisors have a list of codes provided by the business manager, for their school or department.

Grant Funding

Three local organizations annually provide opportunities for staff to apply for grant funding for special projects or events:

- **Community Foundation for Coupeville Public Schools.** This foundation, as the name implies, was developed to support our schools. Proposals typically are due in the month of October, and must have the principal's and superintendent's approval prior to submission.
- **Coupeville Elementary School PTA.** Our district currently has only one PTA, organized at the elementary school. This organization invites elementary teachers to apply for grant funds, with proposals due in November. The proposals must have the principal's and superintendent's approval prior to submission.
- **Coupeville Festival Association.** The CFA is a community organization and invites grant proposals from the schools and from other community organizations (such as the Boys and Girls Club, Central Whidbey Youth Coalition, etc.) for projects connected to history and the arts. Applications typically are due in the fall.

PLEASE NOTE! Any grant proposal of \$1,000 or more **must** be presented for school board approval prior to being submitted. This requirement can drastically alter the due date for the proposal. For example, proposals due to the funding organization on October 31st must be approved by the principal and submitted 10 days before the October board meeting to the district office. Board meetings are on the last Thursday of the month.

Requests for Reimbursement

If an employee attends a meeting, conference, workshop, or other business at the request of their supervisor or as part of their work responsibilities, the district will pay for travel and registration expenses in connection with the event. A "Workshop/Conference Request" form must be completed and approved prior to any arrangements made. Requests for registration, substitute, lodging, mileage reimbursement or use of a district vehicle and meal per diem may be submitted on this form. Once approved, purchase orders need to be submitted to pay for the registration and hotel. You must complete a vehicle request form to reserve a District vehicle. You may only receive mileage reimbursement if a district vehicle is not available. To receive mileage reimbursement it must be approved in advance and claimed on the proper form ("Travel/Expense Voucher) when you return. Forms received by the 15th will be reimbursed at the end of the month. Contact the district office with questions about reimbursement.

You may receive a meal per diem prior to the event, or you may request it afterward, but prior approval is required and an agenda of the event attached that indicates what meals (if any) are provided by the event. Meal reimbursement requests that do not include an overnight stay will not be approved.

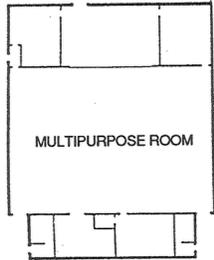
To minimize out-of-pocket expenses, the schools and departments can provide Washington State Ferry passes when travel to the mainland is necessary. Please note that a Travel/Expense Voucher form must be submitted with the white customer copy and receipt so that the district can apply the travel expense to the correct account code. The names of all passengers must be listed on any request for reimbursement that includes expenses related to additional passengers.

When a group of employees attend the same event, the district encourages carpooling to minimize expenses.

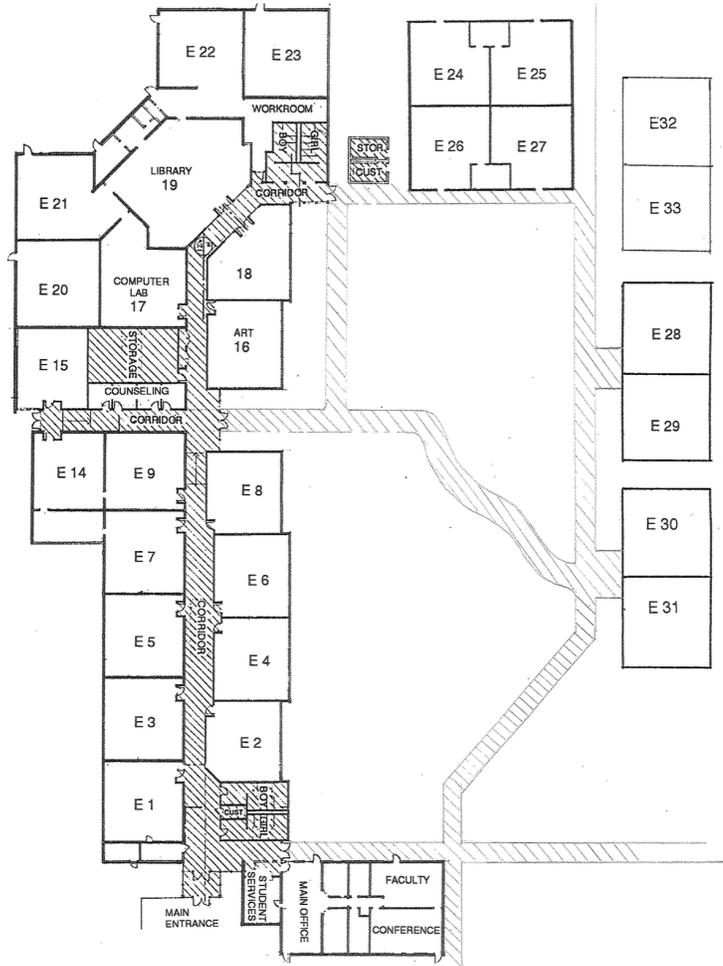
Purchasing

The following steps detail how to purchase supplies and/or equipment for school, program, or district use.

- Begin the process with a requisition (at the schools) or a purchase order that includes:
 - o the date,
 - o accurate address for delivery of goods,
 - o an appropriate budget code (contact your school secretary or Janet Fisher if you are not sure which code to use),
 - o accurate description, quantity, unit price and total price for each item ordered,
 - o sales tax
 - o shipping cost
 - o total expenditure

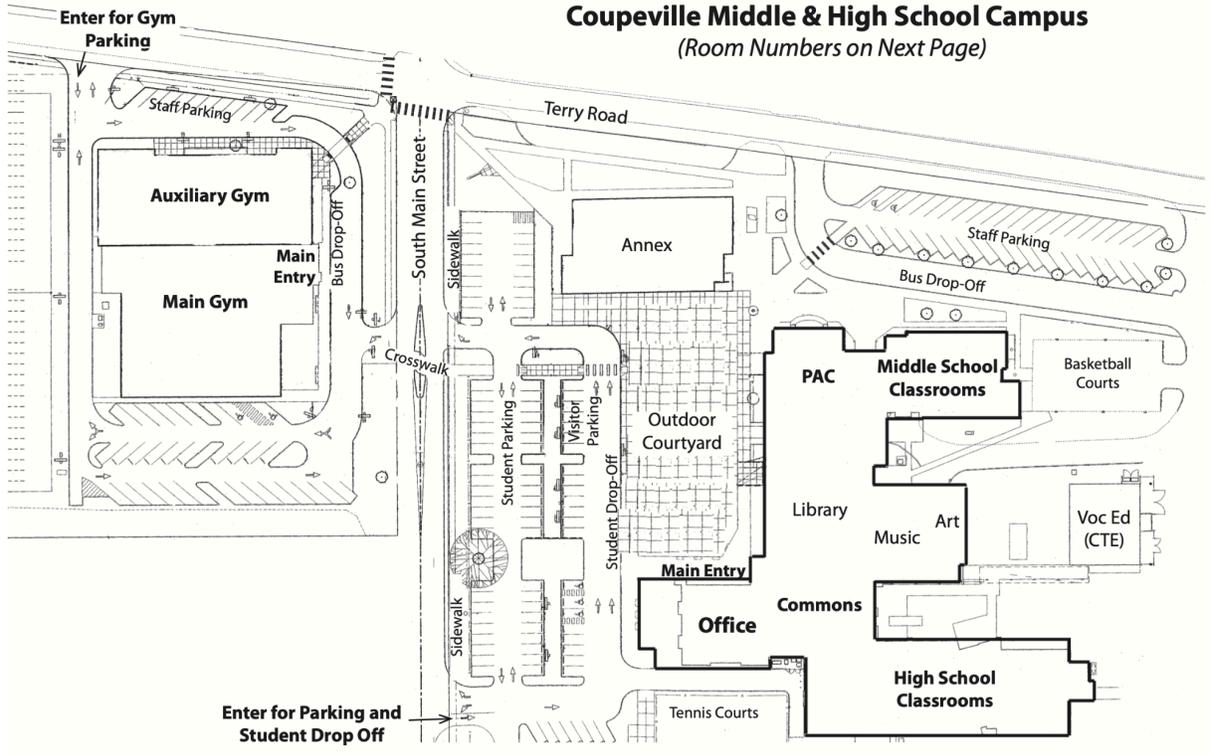


Coupeville Elementary School
Room Numbers



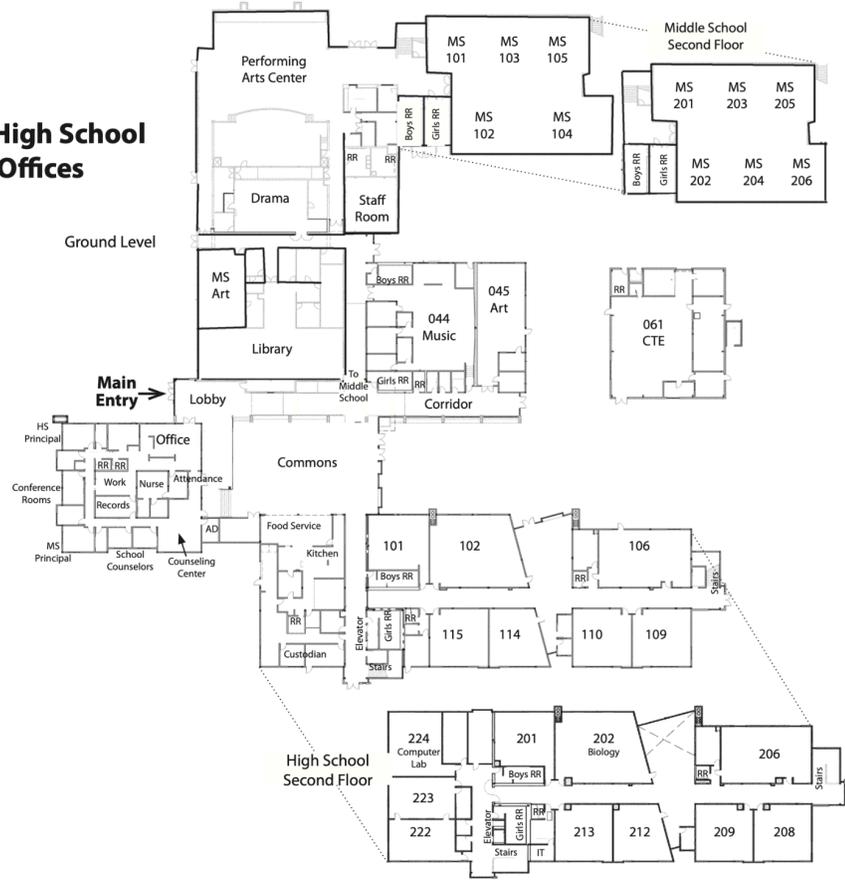
Coupeville Middle & High School Campus

(Room Numbers on Next Page)



Enter for Parking and Student Drop Off

Coupeville Middle & High School Classrooms and Offices



**ANNUAL REQUIRED NOTICES
2025-2026**

By signing below, I acknowledge that I have received the following materials via email. I understand that it is my responsibility to read and understand the policies and notices contained herein.

ANNUAL NOTICES (as attachments)

- HIPAA Privacy Notice
- 403(b) Meaningful Notice
- Medicare Part D Creditable Prescription Drug Coverage
- CHIP – Children’s Health Insurance
- WHCRA – Women’s Health
- Staff Handbook

BOARD POLICIES AND PROCEDURES

- BP & P 3207 HIB
- BP 3210 Nondiscrimination
- BP 3211 Transgender Students
- BP 3540 Prevention of Child Abuse
- BP 4210 Dangerous Weapons
- BP & P 4215 Tobacco
- BP & P 5140 Drug Free Workplace
- BP 6520 Safe and Drug Free Schools
- BP & P 5143 Professional Staff/Student Boundaries
- BP 5123 Disciplinary Action
- BP & P 5131 Resolution of Employee Complaints
- BP & P 5142 Sexual Harassment
- BP 5147 Reporting Improper Government

Action

NAME(Printed)

Signature

Date

Please note: If you have questions about any of the above information you may contact Donna, Vicki, or Brian in

the District office at the following extensions or email.

Donna Bailey	2403	dbailey@coupeville.k12.wa.us
Vicki Owen-Gailey	2405	vowen-gailey@coupeville.k12.wa.us
Brian Gianello	2407	bgianello@coupeville.k12.wa.us