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A Model Handbook of Hiring and Employment Practices and Procedures for Selected Private K-12 Schools

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**A Model Handbook of
Hiring and Employment Practices and Procedures for
Selected Private K-12 Schools**

**A Project Report
Presented to
The Graduate Faculty
Central Washington University**

**In Partial Fulfillment of the
Requirements for the Degree
Master of Administration**

**By
Jan Marie Brown
May 2001**

**A MODEL HANDBOOK OF
HIRING AND EMPLOYMENT PRACTICES AND PROCEDURES FOR
SSELECTED PRIVATE K-12 SCHOOLS**

BY

JAN M. BROWN

May 2001

The purpose of the project was to develop a model handbook of hiring and employment practices and procedures for private K-12 schools. To accomplish this purpose a review of literature and current policies or procedures from public and private schools, agencies and organizations was conducted. Additional related information from selected sources was obtained and analyzed.

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This project, which represents the thought, time and expense of a Master's Degree, is dedicated to my husband, Jeff, who seems to delight in me no matter what; whose encouragement is encapsulated with, "You can."

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I acknowledge the Lord, and the wisdom lent enabling me to accomplish this project for the advancement of education's effect in childrens' lives.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

John Galsworthy rightly observed that, "The beginnings and endings of all human undertakings are untidy." He applied this generalization to building a house, writing a novel, and finishing a voyage. Creating an organization is also likely to be a bit untidy. In fact, many good ideas are never acted upon because the structure of the organization makes it difficult to implement them. Organizations are able to achieve their goals to the extent that their structures permit employees to function effectively (Pace, 1991).

According to Pace, an organization's internal structure, or its wiring, will allow the purpose of the organization to either flourish through established communication or to fumble over faulty systems. He states, "The role of some of the Human Resource activities focus on the organization itself (how it is designed, structured, and implemented); activities such as organization and job design, theoretically, precede all other activities, since it would be almost impossible to have a functioning organization without the system itself" (Pace, 1991).

Organizational systems must precede its main functions. In reinforcing this point, Rebores states, "Three of the most critical functions in a school system are personnel administration, instructional programs administration, and support services administration." Thus, a significant portion of school systems is

reliant upon consistent personnel administration. The necessity of an established system of hiring and employment practices and procedures is essential for a school districts continued successful development, integrity of purpose and positive impact on student learning” (Rebore, 1998).

Purpose of the Project

The purpose of the project was to develop a model handbook of hiring and employment practices and procedures for selected K-12 schools. To accomplish this purpose, a review of related literature and current policies or procedures from public and private schools, agencies and organizations was conducted. Additional related information from selected sources was obtained and analyzed.

Limitations of the Project

For purposes of the project, it was necessary to establish the following limitations:

1. Scope: The model handbook of hiring and employment practices was developed for use by selected private or public school districts.

2. Research: The preponderance of literature and additional related information from selected sources was limited to research within the last 15 years with emphasis on updated information crucial to certain policies and procedures. Additionally, seminars were attended and information gathered from selected school districts.
3. Target Population: The model handbook of hiring and employment practices was designed for use by K-12 school district and site administrators.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Cascade Christian Schools (CCS): The selected private school district (Early Childhood through 12 grade) for whom the handbook was originally designed.
2. Category of Employment: Employees' assigned employment group based upon the position description. The category details the employment and hiring processes defined by that group.
3. Glenwood Christian Schools (GCS): The hypothetical name of the K-12 schools used for the purposes of this project (refer to Chapter 4—ie., A Model Handbook of Hiring Practices and Procedures).

4. Human Resources and Director of Business: Titles of district office employees who are responsible for personnel administration.
5. Human Resource Management: The management of practices and procedures related to school personnel.
6. Policy: The governing statement from which practice and procedures are derived.
7. Private School: A school directed and supported by private individuals rather than by governmental agencies and funds.
8. School Board: A group of selected individuals who support, guide and act as the final governance in the school district.
9. Superintendent: Person hired by the school board to provide district leadership and decision-making.
10. Supervisor: An individual with the authority to assign, direct or review the work of one or more subordinates.

CHAPTER TWO

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

Introduction

The review of research, literature and information summarized in Chapter 2 has been organized to address:

1. Human Resource Management -- An Overview
 - a. Recruitment and Hiring -- Orientation and Training
 - b. Staff Development -- Supervision and Evaluation
 - c. Compensation and Recognition
2. Legal Constraints of Human Resource Management
 - a. Employment Handbooks
 - b. Employment Issues
3. Summary of Information Obtained from Selected Sources
4. Summary

Data, current within the last fifteen- (15) years, was identified through an Educational Resources Information Center computer search. Information obtained and analyzed from schools and organizations, seminars and other online and print resources, was used to conduct research.

Human Resource Management – An Overview

Lunenburg and Ornstein (1999) have identified the six basic components of human resource management. These programs included human resource planning, recruitment, selection training and development, performance appraisal and compensation.

Planning was the first step which provided the broad overview to human resource management. Pace, Smith and Mills (1991) reflected that history shows us where we've been and, often, help us to understand where we are now, but that "futuring" gives us a vision of what we must do to prepare to meet new challenges. A crucial element in planning is the ability to foresee the influence of trends, and as Human Resource developers, these trends are often outcomes of visionary planning (Pace, 1991).

A visionary Human Resource plan should include the details of strategic human resources planning. Rebore (1998) reminded that establishing a master plan of long- and short-range personnel requirements was a necessary ingredient in the school district's planning processes. This planning is an organized process of enabling an organization to achieve its mission by the effective anticipation of human resources needs (Smith, 1998). Strategic and operational planning included a developed mission statement, developed strategic objectives, and the strategies to achieve the objectives. Razik and Swanson (2001) stated:

Strategy formation provides an organization with direction (vision and mission) and a set of governing principles (beliefs and strategic policies) that will guide the organization over the long term. Planning addresses the issues of mobilizing the resources of the organization to enable its mission. Planning brings order to strategy by putting it into a form suitable for articulation to others...Planning is alignment...Planning designs the logistics necessary to implement strategy. A well-organized planning system can provide an extremely useful communications network that links together all members of the organization (Razik and Swanson 2001).

According to Smith (1998), planning also included an analysis of the gaps between the strategic objectives and what it takes to put those objectives into action. A close look at Pace's (1991) study defined a course of action for the implementation of specific objectives. He identified four steps in the Human Resource planning and implementation process. These steps included determining the needs, planning to meet the needs, implementing the plan and then evaluating the results (Pace, 1991). Each step should be a collaborative process directed through human resources for the accomplishment of strategic objectives.

To determine, plan, implement and evaluate the need, Pace (1998) reminded that managers, supervisors, and employees should be involved in planning human resources. Smith (1998) outlined the role of the principal as one who needs to understand the strategic planning model, and be able to implement the plans effectively to realize the mission and goals of the school and district. Hughes and Ubben (1989) concluded the principal's primary tasks are personnel management, communications development, building operation and budget

oversight, thus at least one-third of a building principal's time is involved in human resources planning and management.

According to Swanson and King (1991) labor was the most critical and costly educational resource requiring careful planning and management by all involved in the process. "Planning in human resources helps to translate intended strategies into realized ones by taking the first step that can lead to effective implementation" (Razik and Swanson, 2000).

Recruitment and Hiring, Orientation and Training

It has been the judgement of professionals and companies that it takes solid organizational structure and good people to improve an organization. "Three basic ways are usually used to improve an organization. One, focus on changing and refining the organization's structure through the planning process. Two, identify and recruit the best possible individuals to fill the positions in the organization. Three, train the people who hold organizational positions to be more skillful" (Pace, 1991).

Rebore (1998) emphasized that the recruitment process has never been more important to school district as they search for the best people available to help achieve each district's mission in educating young people. The importance of recruitment and hiring systems was reiterated by Steve Price, vice president of human resources for Dell Computer's Public and Americas International Group when he stated, "Unless you have good processes in place, you run the risk of

not always hiring the best people” (Joinson, 1999). Regarding these processes, Castetter (1986) suggested that recruitment and screening be handled centrally, while the final selection is decentralized to the individual schools.

“The selection process,” according to Rebore (1998), “should be implemented through a series of steps that will minimize the chances of hiring individuals who are inadequate performers.”

The steps Rebore included are: 1) Writing the job or position description 2) Establishing the selection criteria 3) Writing job vacancy announcement and advertising the position 4) Receiving applications 5) Selecting the candidates to be interviewed 6) Interviewing candidates 7) Checking references and credentials 8) Selecting the best candidate 9) Implementing the job offer (for the position) 10) Notifying the unsuccessful candidates (Rebore, 1998).

It was important to note that before initiating the recruitment process, administrators should analyze each job vacancy to ascertain what method will be most effective. The most common methods were internal searches, referrals, contacting employment agencies, advertising and follow-up on unsolicited applications (Rebore, 1998). Robert Guillory (1998) reminded that the single most important decision you make for students is to hire a teacher. He added, the process of hiring should be fair to all.

Critical administrative processes in the recruitment and selection of individuals included the interview and employee application. Saville (1986) suggested that the principal’s knowledge of the teacher employment interview is a major human resource element. He added, “principals must be able to conduct effective interviews, have knowledge and practice in setting up better forms for collecting pre-interview data, be aware of unlawful inquiries and be able to

maintain the necessary focus to perform an interview” (Saville, 1998). Lynda Ford, president and owner of The Ford Group, a human resource consulting firm in Lee Center, N.Y., stated, “that the mechanism of an application is needed to see if a candidate really fits what we are looking for” (Hatch and Woodward, 2000). She continued that the most effective solution to a problematic application process is to make sure Human Resources takes over responsibility for applications (Hatch and Woodward, 2000).

In moving from the processes of recruitment and hiring to orientation and training, Smith (1998) asserted that considerable time and money was often spent in the recruiting and selection phase, whereas, orientation and training are often not well done or not done at all. He added, “Orientation and the induction of the new teacher is a critical component of an effective human resources program” (Smith 1998). In using the term “induction” for training, Smith (1998) also insisted that an effective induction program was the mortar that cements preservice training to professional development. Rebore (1991), recommended that, “an effective training program must have well-defined objectives that reflect the needs of new employees and the specific philosophy of the school system.”

Orientation and induction are divided into two major categories: informational and adjustment (Rebore, 1991). The effectiveness of orientation programs combines both informational and adjustment strategies. “As the program is being designed, attention is given to coordination with other district programs and / or activities e.g., the existing staff development programs” (Smith, 1998). Pace (1991) added that orienting and training assists employees

in simply “knowing what to do.” In a story regarding Henry Ford, founder of Ford Motor Company, Pace made this point with the following story.

He stated that Ford had difficulty with the operation of the headlights on one of his vehicle models during the early phases of development. After several fruitless efforts to solve this problem he hired Charles Steinmetz, the foremost mechanical engineer of the time. His solution became the prototype of the modern battery. When Ford wrote to ask how much he wanted for his work, he sent an itemized bill as follows (Pace, 1991):

Labor and materials	\$ 100.00
<i>Knowing what to do</i>	<u>\$ 9,900.00</u>
Total	\$10,000.00

Again, the need to invest in employee orientation and training was summarized by a statement from *The Society for Human Resource Management’s Human Resource News* , which stated, “Education and training both have a rightful and appropriate function in developing people”(Towle, 1996).

Staff Development -- Supervision and Evaluation

The development of human resources in an organization should be the central part of all employee activities according to Pace (1991). “From the recruitment and selection of teachers to their supervision and development, leading the instructional staff is one of an administrator’s most critical functions” (Smith and Piele, 1991).

Staff Development, as stated by Smith (1998), “takes curriculum off the shelf” by providing opportunities for teachers to model the habits of a life-long learner. To provide staff with productive opportunities requires meticulous

planning which include practical as well as theoretical issues (Smith and Piele). Planning for teacher staff development was often based on the complimentary aspect of performance appraisal. Future staff development may also be a result of assessing teacher needs through direct supervision as well as through a teacher needs-assessment survey. Community surveys, certification requirements, and curricular research were additional avenues to take into consideration when planning staff development (Rebores, 1998).

Rebores (1998) reminded administrators that all personnel should be evaluated because of the integral relationship between all employees. He suggested that it was appropriate to divide the employees of the school district into two groups, professional and certified (Rebores, 1998). Rebores (1998) added that although each position within a school district has unique character there were universal reasons for appraisal. The greatest reason was that quality education for children depended on the level of teacher, administrator and staff member performance (Rebores, 1998).

“Different supervisory approaches – from directive to collaborative to nondirective techniques – should be considered in context with the developmental stage and thinking pattern of the teacher to enhance positive changes in teaching” (Lunenburg and Ornstein, 2000). Perry (1999) observed that school districts were providing more options for teachers to select from a combination of evaluation options: self evaluation, peer-clinical supervision (probationary staff matched with experienced teachers, preferably on a rotating basis), and traditional clinical supervisory models of evaluation.

Lunenburg & Ornstein (2000) elaborated on the traditional clinical supervisory model. They commented that,

Clinical supervision between a supervisor and a teacher is a common staff evaluation method including a pre-observation, observation and a post observation. Observations should be planned with the goal of effecting long-range improvement of instruction in a few basic but important areas (Lunenburg and Ornstein, 2000).

“A competent and careful principal,” asserted Smith (1998), “wants to get the most accurate picture possible in the observation. One of the most effective techniques to achieve this is the pre-observation conference.” Smith (1998) continued,

After the lesson has been observed, the data analyzed and the post observation conference planned, the teacher and observer should get together and analyze the observational data and set goals for improvement. Principals can make feedback more useful by eliciting information from the teacher about what transpired and asking questions to provide rapport and credibility.

Weber (1987) insisted that without effective post observation conferencing, observations became perfunctory in nature and produced relatively few instructional improvements because they fail to significantly modify teacher behavior.

The linking of supervision and evaluation were key in determining different types of staff development opportunities. Rebore (1998) recommended that staff development occur in instructional skills, management skills, human relations' abilities, political and cultural awareness, leadership skills and self-understanding. Granger and Guild (1985) stressed the importance of good human relations. They stated that “education is a people business” and that the

role of the principal is to work with others through common goals (Granger and Guild, 1985). Carl Rogers reminded, "The degree to which I create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself" (Smith, 1998). In conclusion, Smith and Piele (1989) believed supervision done well is staff development as educators look at instruction together and collaborate.

Compensation and Recognition

"A sound compensation program is an important tool used to attract qualified applicants, to retain desirable employees as well as to reward those with high performance ability" (Lunenburg and Ornstein, 2000). Formal compensation systems, according to Lunenburg and Ornstein (2000), took the form of wages and salaries and fringe benefits. These compensation forms were then used to recruit, recognize and retain quality employees (Lunenburg and Ornstein, 2000).

Rebore (1998) added that when using compensation to recognize valuable individuals it requires criteria that defined performance. He continued,

The importance of using performance as a basis for rewarding employees is critical to all effective reward systems. The main purpose for establishing a reward policy is to attract and retain qualified employees who will provide the type of service expected by the public. It is essential that employees understand the reward structure and have confidence in the objectivity by which the system is implemented. Five major variables must be taken into consideration by the administration in constructing and recommending a rewards policy" (Rebore, 1998).

Staff evaluation of performance was given a primary emphasis, but also included in employee reward systems were the elements of effort, seniority, skills, and job requirements (Rebore, 1998). "Measuring the degree of effort put forth by employees as a component in rewarding employees is difficult," stated Rebore (1998), "but important." He added, " Without such an orientation, a school district will fall prey to rewarding quantity rather than quality and the end rather than the means" (Rebore, 1998). Again, Rebore (1998) emphasized that seniority was a variable to be incorporated into a reward system because the basic purpose of establishing a reward policy is to attract and retain qualified employees. Skills and job requirements played into recognition and rewards as "the complexity and responsibility of a job are often criteria by which rewards are distributed," and "those who possess the most advanced skills receive the highest compensation" (Rebore, 1998).

According to Lunenburg and Ornstein (2000), established compensation systems with implemented employee reward practices helped to create contagious employee morale. Rewards are extrinsic, but intrinsic as well, mentioned Pace, Smith and Mills (1991). They added that effective managers provided both types of recognition – praise and financial gain – to ensure progress in the accomplishment of goals. Linda Lumsden (1998) reinforced the practice of employee reward and company recognition as a needed motivation for the enthusiastic professional who has displayed achievement of individual and group goals in a given job situation.

Legal Constraints of Human Resource Management --
Employment Handbooks

The legal authority for policy and procedures for public and private school human resource management was stated to be directed by several governing agencies. These agencies, as listed by Smith (1998), included the federal and state constitutions, statutory law from federal, state, district and building levels and the administrative rules including federal and state agencies as well as a school districts' administrative regulations.

School districts' administrative regulations were often recorded in various administrative handbooks. "Administrative handbooks, which detail employee practices, are essential" (Smith, 1998). Smith (1998) emphasized that "school-based leadership makes the principal more vulnerable in the legal arena." He stated that the understanding and awareness of legal requirements were assets in running a well-managed building (Smith, 1998).

Segal (1993) asserted that "legal and human resource issues have become intertwined; nowhere is this more true than in connection with employee handbooks." 7 Topics Vital to Church and School Leaders seminar materials addressed personnel issues for private and public schools (Ellis, Li and McKinstry, 1999). One example, regarding the composition of handbooks, explained, "Employers should not use mandatory language (in handbooks) with respect to their actions. For example, the employer "may" or "should" do something rather than 'must' or 'shall'" (Ellis, Li and McKinstry, 1999).

Legal Constraints of Human Resource Management --

Employment Issues

“Legislation designed to regulate hiring practices affects nearly every aspect of employment from human resource planning to compensation” (Lunenburg and Orstein, 2000). Six areas that addressed specific issues of legal concern in human resources management of employment were stated by Smith (1998). These six areas involved: recruitment and hiring, employee contracts, working with staff, dealing with conflict, employee discipline and separation of employment.

To prevent problems in the areas of recruiting and hiring, it was important to perform a job analysis and to write a position description to determine the critical work behaviors used as criteria for measuring employee performance (Smith, 1998). A problematic portion of the hiring process could be the terms of an employment contract.

“A contract of employment is used as a critical legal document, which defines the basic responsibilities of both parties entering into the employment agreement” (Rebore, 1998). Rebore (1998) noted that using individual contracts for teachers or administrators distinguished a professional employee’s working conditions from those of classified employees. The terms in professional contracts had five basic components, which included offer and acceptance, competent persons, a consideration, legal subject matter, proper form. (Rebore, 1998). Hiring processes, position descriptions and employee applications, which

provide information on competency and salary scales, provided for the first three basic components.

In dealing with legal subject matter, the fourth component of the employee contract, it was noted that “In addition to job-related requirements there may be several additional checks designed to ensure against the hire of noncitizens, pedophiles, or those with criminal records” (Smith, 1998). Smith (1998) stated that “through the process of employment all decisions should be made without regard to race, color, national origin, sex, or religion. An exception here are private church-related schools.”

Finally, employment contracts were to have the proper form. To provide the proper form employment contracts must be written, should define an offer by the school board and acceptance by the employee, and involve a consideration (Smith, 2000). Smith qualified that anything in writing might be construed as contractual, from job descriptions to personnel manuals or administrative handbooks.

If one side of the coin was aimed at providing for the legal process of hiring, the other side of the coin was the adhering to appropriate practices in the separation of employment. Smith and Piele (1989) reminded that the “art of conflict management involves maximizing constructive conflict and minimizing destructive conflict.” It was often an administrator’s duty to make sure that employees knew all terms and conditions of employment. Thus, “one way to minimize destructive conflict is a clear knowledge of the processes of

employment, both hiring and separating, as well as the terms of employment” (Smith, 1998).

Prior to any discussion on separation of employment it was imperative to be reminded of the importance of staff evaluation and staff development planning which seeks to develop employees’ strengths while working on those areas needing improvement. However, ignoring potential sources of human intervention in problems was noted as an ineffective principal behavior under Resource Allocation -- Domain 13 (WAC 180-78-257). Kimborough and Butkett (1990) conceded that “after doing everything humanly possible to help a teacher become competent, the principal is sometimes faced with the prospect of dismissal.”

If separation of employment should become the course of action, Rebore (1998) reminded that humane personnel management should provide termination procedures that are objective and fair. Employee discipline was often the last process that determined the decision to move to separation of employment. Smith (1998) listed several areas that called for the discipline of staff.

Discipline of staff may come from documented negligence, inadequate supervision, assault and battery, failure to perform specific duties, insubordination, abuse of sick leave, failure to maintain proper discipline, inappropriate dress or language, chronic lateness, or violation of any other known rule (Smith, 1998).

Discipline procedures are not always recorded in handbooks according to Kristin Wagoner of Ellis, Li and McKinstry Attorneys. Smith (1998) reminded that when discipline was formalized it usually was recorded in progressive steps: 1) Oral Warning 2) Written Warning 3) Reprimand.

In the final analysis, Smith (1998) cautioned, "When in doubt ask, don't be afraid to ask for legal advice from district administrators or from the district attorney." Smith and Piele (1991) reflected that though conflict was a constant companion invoking negative emotions it could also be a constructive and creative force in an organization.

Summary of Information Obtained from Selected Sources

The writer, Jan M. Brown, contacted the following schools and organizations to obtain their current hiring and employment procedures or related information. Specifically information related to the following issues were solicited:

1. Human Resource management policies or procedures
2. Employment practices or procedures aligned with legal constraints

Charles Wright Academy
University Place, WA

Crista Ministries
Seattle, WA

Puyallup School District
Puyallup, WA

Seattle Christian School
SeaTac, WA

Lynden Christian Schools
Lynden, WA

Dayton Christian School
Dayton, WA

Superintendent of Public Instruction
Olympia, WA

Educational Service District
Tacoma, WA

Washington State Patrol
Pierce County, WA

Ellis, Li and McKinstry PLLC
Attorneys at Law – 7 Topics Vital
to Church and School Leaders

Pacific Northwest Association of Independent
Schools – Business Officers' Conference
1999

Association of Christian Schools
International
Colorado Springs, CO

An analysis, of the information obtained from the above sources, revealed that eight (8) to nine (9) characteristics were generally common to acceptable hiring and employment practices and procedures. They included:

1. Employment and Hiring and Contracts of Employment: All information provided defined categories or groups of employees. The other sections defined the functions of each category within its context. Position Descriptions were used to detail job responsibilities. Hiring processes and contracts of employment were essential for all organizations, preventing possible negligent or illegal practice.
2. Orientation and Training and General Personnel Standards: The section Orientation and Training was developed to cover general areas of orientation topics for each employee category. General Personnel Standards were titled in several ways, but included in all samples.
3. Evaluation, Honor and Recognition: Evaluation is an employment process, which was included in the Puyallup School District model as well as several others. Honor and Recognition were added as a part of the evaluation process.
4. Compensation and Benefits and Absences, Leaves and Holidays: These sections are common to all the sources.

5. Separation of Employment: This section was included in most sources; the extent to which the section was developed depended often upon the complexity of the organization.

Summary

The research, literature and information summarized in chapter 2 supported the following themes:

1. The Human Resource process is comprised of six processes: Human Resource Planning, Recruitment, Selection, Training and Development, Performance Appraisal, Compensation.
2. Legislation designed to regulate hiring practices affects nearly every aspect of employment from human resource planning to compensation.
3. Analysis of information obtained from selected sources revealed the following characteristics were common to acceptable hiring and employment practices and procedures: Employment, Hiring and Contracts of Employment, Orientation and Training, General Personnel Standards, Evaluation, Honor and Recognition Separation of Employment, Compensation and Benefits, Absences-Leaves-Holidays.

CHAPTER THREE

PROCEDURES OF THE PROJECT

The purpose of the project was to develop a model handbook of hiring and employment practices and procedures for selected private K-12 schools. To accomplish this purpose a review of related literature and current policies or procedures from public and private schools, agencies and organizations was conducted. Additional related information from selected sources was obtained and analyzed.

Chapter 3 contains background information detailing:

1. Need for the Project
2. Development of Support for the Project
3. Procedures of the Project
4. Planned Implementation and Assessment of the Project

Need for the Project

The need for the project was influenced by the following considerations:

1. The writer, Jan M. Brown, a certified teacher who had served for five years as a private school elementary principal, was searching for procedures to clarify and improve employment practices and procedures for a newly formed private school district.

2. In absence of a handbook for hiring and employment the writer was compelled to examine existing common practice of the district school sites.
3. Information researched from Washington public and private schools and national private school organizations further made the writer aware of the need for district hiring and employment practices and procedures.
4. Through participation as an administrator in district strategic planning, the writer participated in the development of personnel goals and objectives which stated the need for a handbook for hiring and employment.
5. Undertaking the study coincided with the writer's graduate studies in Educational Administration at Central Washington University.

Development of Support for the Project

From 1989 to 1999 the writer served as an elementary and middle level teacher and principal in the Cascade Christian School District (CCSD), Puyallup, Washington. During the 1999-2000 school year, the Superintendent invited the writer to develop a model Handbook of Hiring and Employment Practices and Procedures for the district.

The handbook was expected to provide a comprehensive, unified and approved plan for hiring and employment procedures. In the absence of a

personnel procedures manual, CCSD administrators relied upon the existing operational practice of individual school sites. The following individuals participated in, guided and supported the effort to develop the model handbook.

District Office Employees:

Mr. Don Johnson – Superintendent
Mr. Bill McGarvey – District Director of Business Operations and
Human Resources
Mrs. Sharon Vanese – Personnel Support

School Site Employees:

Mr. Terry Broberg – Elementary Principal
Mrs. Mary Severied – Elementary Principal
Mrs. Bonita Cheshire – Elementary Principal
Mr. Frank Washburn – Junior and Senior High Principal
Mrs. Glenna Fredricks – Junior and Senior High Assistant Principal

Procedures for the Project

The writer undertook the following procedures to develop a model handbook of hiring and employment practices and procedures for selected private K-12 schools.

1. Existing electronic and hard-copy private school files were studied and reviewed in collaboration with CCSD employees.
2. An extensive investigation of related research and literature was undertaken, organized and analyzed. A proposed topical framework and computer format for the handbook was developed and submitted for approval. A timeline and draft approval process

were created and approved. A cycle of production occurred through research and referencing, analysis and composition, followed by a selected employees' review, editing and proofing.

3. Information regarding policy statements, procedures and practices appropriate for use in either private or public school districts was obtained from:

Charles Wright Academy
University Place, WA

Crista Ministries
Seattle, WA

Puyallup School District
Puyallup, WA

Seattle Christian School
SeaTac, WA

Superintendent of Public Instruction
Olympia, WA

Educational Service District
Tacoma, WA

Washington State Patrol
Pierce County, WA

Ellis, Li and McKinstry
Attorneys at Law – 7
*Topics Vital to Church and
School Leaders Workshop*

Pacific Northwest Association
of Independent Schools

Association of Christian
Schools International
Colorado Springs, CO

4. Forms for administrative use were generated or adapted to facilitate the implementation of the sections in the handbook.
5. Position Descriptions were edited or created to match the Categories of Employment defined in the handbook.
6. Attorneys familiar with school law reviewed the handbook.

Planned Implementation and Assessment of the Project

It was the writer's intention to present the model handbook of hiring and employment practices and procedures for selected K-12 schools to the CCSD administration for review and possible adoption during the 2000-2001 school year. Assessment of the handbook will be ongoing as CCSD administrators provide feedback to district office personnel regarding its impact on employee hiring and employment practice.

The model handbook of hiring and employment practices and procedures developed for purpose of this study was initially designed and intended for adoption by the CCSD, Puyallup Washington. It was scheduled for reviewed by the CCSD Superintendent, Business and Operation Manager and school principals during the 2000-2001 school year, preliminary to school Board approval and adoption. It was a basic assumption of the writer, however, that the model practices and procedures could, with selected modifications, find many potential applications in K-12 public schools.

CHAPTER FOUR

THE PROJECT

The model handbook of hiring and employment practices and procedures for a selected private K-12 school, which was the subject of this project, has been presented in Chapter Four, in ten (10) sections including:

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Section One -	Statements regarding Handbook
Section Two -	Employment
Section Three -	Hiring and Contracts of Employment
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Section Five -	General Personnel Standards
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Section Seven -	Honor and Recognition
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Glenwood Christian Schools

Handbook of Hiring and Employment

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2200-2343 Position Index by Category

Position Descriptions are available through the District Office

See Appendix / Employment Forms 2010 - Position Description sample

Appendix 2010 – 2110 Handbook Forms

2200 - 2333 Position Index by Category

2200 – 2210 Administrative Positions

- 2200 District Superintendent
- 2201 District Director of Business Operations (and Human Resources)
- 2202 District Director of Marketing and Communications
- 2203 District Director of Institutional Advancement
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- 2205 Junior/Senior High Principal
- 2206 Junior/Senior High Vice Principal
- 2207 Junior/Senior High Director of Athletics / Activities
- 2208 Junior/Senior High Dean of Students / Admissions
- 2209 Elementary Principal
- 2210 Early Childhood Director

2220 – 2236 Certified Teacher Positions

**Italicized positions may also be held by Classified Personnel*

2220 – 2224 Elementary Teacher Positions

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- 2222 Elementary Music Teacher
- 2223 Elementary Band Teacher
- 2224 Elementary Physical Education Teacher

2230 – 2236 Junior/Senior High Teacher Positions

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- 2231 JR/SR Department Head
- 2232 *JR/SR Choir Director*
- 2233 *JR/SR Band Director*
- 2234 JR/SR Yearbook Advisor
- 2235 JR/SR Newspaper Advisor

2250 - 2313 Classified Support Staff

2250-2258 District Classified Support Staff

- 2250 District Assistant to the Superintendent
- 2251 District Receptionist / Administrative Assistant
- 2252 District Accounting Controller
- 2253 District Accounting Assistant
- 2254 District Accounting Assistant -- Accounts Payable
- 2255 District Accounting Assistant --Accounts Receivable / Childcare
- 2256 District Human Resource Technician
- 2257 District Student Admissions
- 2258 District Marketing and Communications

2270 – 2277 Junior and Senior High Classified Support Staff

- 2270 JR/SR High Secretary to Principal & Vice Principal
- 2271 JR/SR High Secretary to Dean of Students/Admissions
- 2272 JR/SR High Secretary to Director of Athletics/Activities
- 2273 JR/SR High Food Service Provider/Worker
- 2274 JR/SR High Lead Custodian
- 2275 JR/SR High Custodian
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- 2277 JR/SR Assistant Coach

2290 – 2302 Elementary School Classified Support Staff

- 2290 Elementary School Lead Secretary
- 2291 Elementary School Receptionist/Secretary
- 2292 Athletic Director
- 2293 Resource Teacher
- 2294 Power-line Teacher
- 2295 Playground Duty / Assistant
- 2296 After school Care Supervisor
- 2297 After school Care Worker
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- 2299 Food Service Provider
- 2300 Custodian
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2310 - 2313 Early Childhood Classified Support Staff

- 2310 ECC Lead Secretary
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2320 - 2333 Early Childhood Staff

Early Childhood Administrative Support Staff

- 2320 Early Childhood Assistant Director
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Early Childhood Certified Staff

- 2325 Preschool Lead Teacher
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Early Childhood Classified Staff

- 2330 Preschool Teacher's Assistant
- 2331 Preschool Teacher's Aid
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2340 - 2343 Volunteers

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2342 Volunteer Support Parent

2343 Volunteer Coach

HANDBOOK of HIRING and EMPLOYMENT

POLICY NUMBER 2000-2001

2000 PURPOSE OF HANDBOOK OF HIRING AND EMPLOYMENT

This is a handbook of Personnel Administration (personnel as defined in section 2012) for Hiring and Employment procedures and practices of Glenwood Christian Schools (GCS). It includes general policies and work rules. Nothing contained in this Handbook is intended to be part of the employment relationship or agreement between GCS and any employee. This Handbook is simply a statement of GCS' general policies and practices and should not be construed as an implied agreement or promise of specific treatment of any employee.

2001 RIGHT TO AMEND

Circumstances may require GCS to change its general policies described in this Handbook. GCS may amend, supplement or rescind any provision of this manual in its sole discretion, with or without prior notice. This Handbook may be revised only in writing by the Superintendent and the Board of Directors. Inserts or updated pages will be distributed to you reflecting changes in the Manual. CCS encourages you to keep this Handbook and add any updated pages to keep it current.

This Handbook is subject to interpretation by GCS, which interpretation shall be binding. This Handbook supersedes all prior manuals or policy statements regarding GCS' general policies.

EMPLOYMENT

POLICY NUMBER 2010-2014

POLICY

Glenwood Christian Schools seeks to employ persons whose qualifications meet or exceed requirements established by law and by our school board.

REFERENCES

Sections: Hiring and Contracts of Employment 2020
Compensation and Benefits 2100

Forms: SPI - WSP/FBI
SPI – Teacher Certification / Conditional Certification / Emergency Substitute
Position Descriptions / Conditions of Employment
Application Forms / Statement of Faith

2010 EQUAL OPPORTUNITY

Glenwood Christian Schools does not discriminate on the basis of age, sex, marital status, race, color, national origin, or disability. As a religious organization, Glenwood Christian Schools reserves the right to prefer employees or prospective employees on the basis of religion and other exemptions applicable to religious institutions.

In keeping with our purpose to uphold integrity, dignity and unity, any harassment with demeaning intent related to age, race, sex, national origin, disability, or other protected classification made by one employee to another is prohibited.

a. Preventive and Corrective Action regarding Equal Opportunity

1. Supervisory personnel should be trained and provide orientation to new employees.
2. Supervisors should communicate and provide for complaint resolution.
3. Any employee who feels he/she is the recipient of discrimination has a responsibility to submit a signed written report of this fact to his/her supervisor, or if the discrimination is by the supervisor, to the superintendent; if by the superintendent, to the School Board.
4. The person receiving the report should promptly investigate all claims and, if the Superintendent is not alleged to have participated in the discrimination, communicate with the Superintendent as soon possible.
5. Seek to remedy any harassment.
6. Document action as necessary.
7. Follow-up on the effect of sought remedy or corrective action.

2011 EMPLOYEE QUALIFICATIONS

a. Personal and Spiritual Qualifications

All candidates should review and agree with the Glenwood Christian Schools' Statement of Faith as part of the Conditions of Employment in our contract.

See Forms: Application Forms / Statement of Faith, Conditions of Employment

b. Professional Qualifications

All candidates should meet and affirm their qualifications as stated in the Position Requirements and Position Description through the Application and Selection processes. See Forms: Position Requirements / Position Descriptions

1. Regarding Certificated Teaching Positions

- a. Candidates applying for certificated teaching positions are to bring original teaching certificates. Teachers shall have had, or be willing to pursue, courses specifically pertaining to the area of Christian education and philosophy.
- b. Candidates applying for certificated teaching positions who do not possess a Washington State Certificate may apply for a Conditional Certification with Washington Superintendent of Public Instruction through the direction of Human Resources.

2012 CATEGORIES OF EMPLOYMENT

Four categories of employment have been established by the school board.

a. Administration

This category includes all District Administrators, Building Principals, and Early Childhood Site Directors.

b. Teachers (K-12)

1. Certificated Teacher K-12

This category includes all state certificated classroom teachers employed to teach in a certificated K-12 teaching position. A current certificate is required. In his or her sole discretion, the Superintendent or designee may grant certificated position benefits to a non-certificated employee, i.e.: music, band, Bible instructors etc.

2. Conditional Certificated Teachers (K-12)

Candidates applying for certificated teaching positions, who do not possess a Washington State Certificate, may apply for a Conditional Certification with Washington Superintendent of Public Instruction through the direction of Human Resources.

See Forms: Conditional Certificate

3. This category includes all non-certified classroom teachers employed to teach in a K-12 teaching position.

c. Classified Support Staff

Classified Support Staff personnel include all personnel positions other than Administrative, Certificated and Early Childhood Administrative Support or Certified personnel. This category includes all hourly personnel (district office, school sites, and Early Childhood Center ("ECC")) and other (i.e. non-certified classroom teachers, coaches, custodians, food service, teacher assistants (ECC-12)).

d. Early Childhood Center (ECC) Staff

1. Early Childhood Certified Staff

This category includes all employees who hold support managerial/supervisory positions including:

a. Early Childhood Assistant Directors

Must have 2 – 5 years experience

Minimum qualifications should also include one of the following meeting

Licenser approval:

- 45 or more quarter credits
- equivalent department-approved clock hours in Early Childhood/Child Development
- possess an equivalent educational background as determined by the ECC coordinator
- Certified Child Development Associate (CDA)

Preferential qualifications include, but are not limited to:

- Early Childhood BA or AA
- Work in classroom and supervisory role for at least 5 years.

b. Early Childhood Program Supervisors.

Must have 2 years experience.

Minimum qualifications should also include one of the following:

- 45 or more quarter credits
- equivalent department-approved clock hours in Early Childhood/Child Development
- equivalent educational background
- CDA

c. Early Childhood Certified Teachers

This category includes all full-time employees who work as Lead Teacher in Preschool or Childcare.

Minimum Qualifications include:

- 1 year Early Childhood diploma or certification from a state approved educational institution or a CDA.

2. Early Childhood Classified Staff

This category includes Preschool and Childcare part-time or support staff.

2013 FULL TIME AND PART TIME EMPLOYEES

Full time and part time personnel positions are established to provide for the staffing needs of each category. They are defined generally as follows:

a. Full Time Employment

1. Full Time Administrator (ECC, School Site, District)

Contracted to work a full time administrator's schedule for the duration of one year. Exempt from wage and hour laws.

2. Full Time Certificated / Non-Certificated Teachers (K-12)

Contracted to teach a full time teacher's schedule (days/year equaling 190 as scheduled by the Superintendent and School Board; hours/week equaling 30 or more) for the duration of one school - calendar year. Exempt.

3. Full Time Conditional Certificated Teachers (K-12)

Contracted to teach in a full time schedule for the duration of one school - calendar year (190 days), not exceeding two years as granted by the certificate. Exempt.

4. Full Time Classified Support Staff

Employed 30 or more hours per week. Non-exempt (subject to federal and state wage and hour laws).

5. Full Time ECC Administrative Support Staff

Employed 30 or more hours per week. Exempt

6. Full Time ECC Certified Staff

Employed 30 or more hours per week. Non-Exempt

7. Full Time ECC Combined Administrative/Certified Staff

Employed 30 or more hours a week in a combined Lead Teacher/Administrative Support position. Non-Exempt

8. Full Time Classified Early Childhood Center Staff

Employed 30 or more hours per week. Non-Exempt

b. Part Time Employment

1. Part Time Certificated / Non-Certificated Teachers (K-12)

Contracted to teach less than a full-time teaching schedule.. Exempt.

2. Part Time Position Share / Certificated Teacher (K-12)

A "Position Share" is defined as one position filled by two employees each working 50 percent of a full time K-12 certificated teaching schedule. Exempt

3. Part Time Classified Support Staff and Classified ECC Staff

Employed less than 30 hours per week. Non-exempt

4. Part Time ECC Administrative Support Staff

Employed less than 30 hours per week. Exempt

5. Part Time ECC Certified Staff

Employed less than 30 hours per week. Non-Exempt

6. Substitutes

Employees called on a daily basis to fill the position of an absent employee. Exempt

7. Long Term Substitutes

Employees called to fill the position of an absent employee for more than 10 school days or two weeks. Exempt.

8. Temporary Employees

Employees brought in to assist with an "overload" of work or to fill a temporary need not exceeding one (1) year. Exempt or Non-exempt

2014 VOLUNTEERS

Volunteers are persons who donate their services to the school and who receive no remuneration for their services.

HIRING & CONTRACTS of EMPLOYMENT

POLICY NUMBER 2020-2031

POLICY

Glenwood Christian Schools seeks to recruit and hire competent, compassionate and committed Christians who will individually and collectively work in harmony with the GCS Mission and Purpose, the educational philosophy and with those in supervisory positions. Approval to fill a vacated position must be authorized by the Superintendent or designee.

REFERENCES

Sections: New Employee Evaluations 2075
Separation of Employment 2090
Disciplinary Action 2080

Forms: Personnel Requisition
Early Childhood Center Training Record
Telephone Reference Check
Interview Sheet
Candidate Evaluation

Other: Position Profile / Position Postings
Position Descriptions / Conditions of Employment / Contracts
Letter of Intent

2020 HIRING PROCEDURE SEQUENCE AND PRIORITY

Glenwood Christian Schools should follow the procedures outlined below when hiring employees.

a. Sequence

1. Position Authorization
2. Advertising Procedures
3. Application Procedures
4. Selection Procedures
5. District Personnel Records

b. Priority

Internal candidates should not be considered to have preference over other applicants, but may be first notified through Internal Posting prior to Advertising.

2021 POSITION AUTHORIZATION

a. Vacated Positions

Administrators, Certificated Teachers (other than ECC Certificated Teachers), ECC Site Director, Classified Support Personnel (other than ECC Staff)

The supervisor must submit a Personnel Requisition to the Superintendent or designee to obtain approval prior to Internal Posting and Advertising.

2. **Early Childhood Center Administrative Staff (other than Site Director), Certified Teachers, Classified Staff**

The supervisor must submit a Personnel Requisition to the Early Childhood Program Coordinator prior to Internal Posting and Advertising.

b. New Positions

The Superintendent or designee approves new positions. A Position Profile and Position Description is created by the Superintendent and requesting supervisor or Principal followed by a Personnel Requisition. Internal Posting and Advertising follows approval.

2022 ADVERTISING PROCEDURES

a. Procedure

1. Internal Posting

After a Personnel Requisition and Position Description are approved, the Business Office should send a Position Opening posting to each site for internal advertising through bulletin boards and/or newsletters for five (5) working days.

2. External Advertising

External advertising (conducted through Human Resources with Superintendent supervision) follows Internal Posting.

b. Advertising Strategy

1. Administrative / Professional Advertising Process

The Position Description and Profile are reviewed and the advertising strategy outlined (usually including a brochure for distribution) by the Superintendent.

2. Certificated Teacher Advertising Process

Glenwood Christian Schools' Profile Packet should be mailed by the Assistant to the Superintendent to appropriate institutions (i.e. College of Education Departments in California, Oregon, Washington, several mid-west liberal art colleges, ACSI and Intercristo).

3. Classified Support Staff Advertising Process

Advertising should be developed by the supervisor and Superintendent as needed for positions beginning with Internal Advertising (including Position Opening Posting/s and school site newsletter advertisement) followed by External (newspaper ads, church ads etc.).

4. Classified and Certified Early Childhood Staff Advertising Process

Advertising should be developed by the Early Childhood Program Director as needed for positions beginning with Internal Advertising (including Position Opening Posting/s and school site newsletter advertisement) followed as needed External (newspaper ads, church ads etc.)

2023 APPLICATION PROCEDURES

a. Application Packets

Application Packets for Administrator / Teacher, Classified Support / Early Childhood, and Coaching Staff should be prepared in the District office.

b. Application Packet Checklists

1. Certificated Application Packet (Admin. & Teacher)

Introduction Letter
Application Form
Posting of Open Teaching Positions
Statement of Faith & Mission and Purpose
Conditions of Employment
Washington State Patrol Fingerprint Cards
OSPI Criminal History Verification
Professional Reference Form
Pastoral Reference Form
Administrator / Teacher Brochure

2. Classified and Certified Application Packet (Support & ECC)

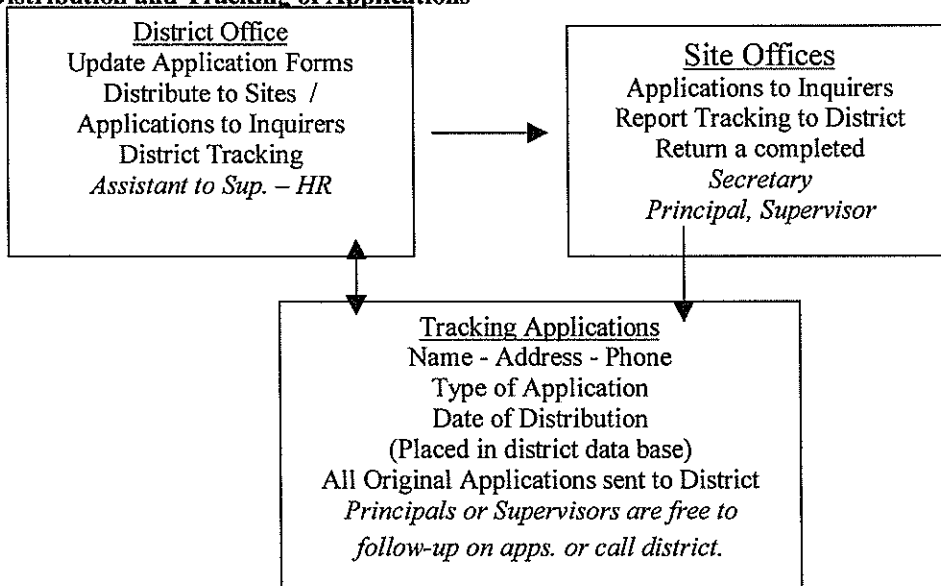
Application Form
Statement of Faith & Mission and Purpose
Conditions of Employment

Washington State Patrol Fingerprint Cards
 OSPI Criminal History Verification
 Professional Reference Form
 State Training and Registration Form (STARS) ECC only

3. Coaching Application

Application Form
 Conditions of Employment
 Washington State Patrol Fingerprint Cards
 OSPI Criminal History Verification
 Statement of Faith & Mission and Purpose
 Reference Check

c. Distribution and Tracking of Applications



*The Athletic Director tracks Coaching Applications on site.

d. Completed Applications/ Processing

Assistant to the Superintendent should oversee the following:

1. Receive and date application mailed to district office.
2. Campuses receiving a completed application send it to district office.
3. Applicant information entered into the District Office Applicant Spreadsheet as
 - Certificated Administrator and Early Childhood Administrators
 - Certificated Teacher
 - Classified Support Staff
 - Classified or Certified* Early Childhood Center Staff (Certified defined as
 - Lead Teacher or Administrative Support positions)
4. Follow-up postcard marked and mailed:
 - Your application is being reviewed for current openings.**
 - There are currently no openings “matching your qualifications”
 - Other _____
5. Applicant’s file created, checked for return of required forms for file.
6. Files are copied and sent by request of Principal or supervisor.
7. Principals/Supervisors may come to the district office to access applicant files through the Assistant to the Superintendent
8. Original files are to remain at the district office

2024 SELECTION PROCEDURES

Generally, the following procedures should be used in selecting employees.

a. Administrator Selection

Superintendent or designee should oversee the following:

1. Review the application and call references. Forms: Telephone Reference Check
2. Arrange interview with applicant. Forms: Interview Sheet
3. Recommend candidate/s to the school board for approval with pastor's council consent (pastor council being those pastors recognized by the school board as Cascade Christian Schools' founding pastors)
4. Work with Human Resources to review submitted Personnel Requisition and prepare offer
5. Verbal offer
6. Superintendent contacts candidate for further clarification of job description, pay policies, benefits, etc.
7. Check WA State Patrol & FBI Fingerprinting reports
8. Contract prepared by Business Office
9. Contract routed to candidate via Superintendent for signing.
10. Original contract is processed / placed in the District Personnel files (See 2023 b.).
11. Copy provided to employee.

b. Certificated Teacher Selection

Principal should oversee the following:

1. Review the application, certification and call references.
Forms: Telephone Reference Check
2. Arrange interview with applicant
Form: Interview Sheet & Candidate Evaluation
3. Recommend minimum of two (2) candidates to Superintendent for final interview
4. Superintendent works with Human Resources to review submitted Personnel Requisition preparing offer from salary and benefit scales.
5. Verbal offer by Principal or Superintendent
6. Check WA State Patrol & FBI Fingerprinting reports
7. Contract prepared by business office
8. Contract routed to applicant via Superintendent, Principal or Human Resources for signing.
9. Original contract is processed and placed in the District Personnel files
10. Copy provided to employee and retained by site Principal.
11. Human Resources informs sites that the position is filled.

c. Lapsed or Out-of-State Certification

Candidates with out-of-state or lapsed certification may be granted special conditions by the Superintendent, at his or her sole discretion, thus temporarily placed in the Certificated Personnel Category until WA state Conditional Certification (2 year) is processed.

d. Classified Support or Classified and Certified Early Childhood Center Staff Selection

Principal or Early Childhood Center Site Director should oversee the following:

1. Supervisor reviews the application and calls references.
2. Work with Business Department to review submitted Personnel Requisition to prepare offer.
3. Supervisor arranges interview with applicants. Forms: Interview Sheet
4. Verbal offer
5. Check WA State Patrol & FBI Fingerprinting reports
6. Supervisor contacts the Business Office to process the approved Personnel Requisition into a contract.
7. Contract routed to applicant via supervisor for signing.
8. Original contract is processed and placed in district files.

9. Copy provided to employee.
10. Human Resources inform sites that the position has been filled.

e. Early Childhood Site Director Selection

The Early Childhood Program Coordinator with Superintendent should oversee the following:

1. Review the application and call references. Forms: Telephone Reference Check
2. Arrange interview with applicant. Forms: Interview Sheet
3. Recommend candidate/s to the Superintendent for approval with pastors' council consent.
4. Work with Human Resources to review submitted Personnel Requisition form and prepare offer.
5. Verbal offer given by Early Childhood Program Coordinator.
6. Check WA State Patrol & FBI Fingerprinting reports
7. Contract prepared by Business Office.
8. Contract routed to candidate via Coordinator or Superintendent for signing.
9. Original contract is processed and placed in the District Personnel files.
10. Copy provided to employee.

2025 PERSONNEL RECORDS

a. District Personnel File Records

Human Resources (HR) should establish a confidential personnel file for each applicant and employee. It is to contain job-related items (see checklists), be accessible by principals, directors, HR and the Superintendent, and kept in confidential storage. An employee may review his/her file with his/her supervisor or HR. If an employee disagrees with statements in the file, he/she may submit a rebuttal or correction, which must be included in the file. Personal information should not be released to outside sources unless requested in writing by the employee. Employees have the responsibility to keep their personnel records up to date. When an employee leaves the district any site file information is sent to the District Personnel files to be kept for 7 years. Background checks from the State Patrol and/or FBI should be kept in a separate confidential personnel file accessible only to HR

b. District Personnel File Checklists

Personnel files should include, but not be limited to, the following:

1. **Administrative or K-12 Teacher**
 - Application
 - Copies of all contracts (tracking of years/hours)
 - Current Teaching Certificate
 - W-4
 - Copy of S. S. card
 - Copy of Driver's License
 - Church Attendance form
 - OSPI Criminal History Verification.
 - Transcripts
 - Auto Deposit form for payroll
 - Observations/ Evaluations: summative reports

2. **Classified Support Staff**
 - Application
 - Copies of all contracts (tracking of years/hours)
 - W-4
 - Copy of S. S. card
 - Copy of Driver's License
 - Church Attendance form
 - OSPI Criminal History Verification.
 - Auto Deposit form for payroll
 - Evaluations
 - Observations / Evaluations: summative reports

3. **Classified or Certified (Lead Teacher / Administrative Support) Early Childhood Center Staff**

Application

Copies of all contracts (tracking of years/hours)

STAR training records or other educational training records

W-4

W-9

Copy of S. S. card

Copy of Driver's License

Minor Work Permit (if applicable)

Church Attendance form

OSPI Criminal History Certification.

Auto Deposit form for payroll

Observations / Evaluations: summative reports

c. **Site Files for all Personnel**

A principal or supervisor should maintain minimal personnel records. The following information applies to site files:

1. Medical records are to be stored separately. They include:
 - CPR/First Aid Card
 - HIV/AIDS Training
 - Blood-borne Pathogens Training
 - TB test or other needed immunization record
2. Keep copies of observations / notes assisting employees' supervision and support.
3. Changes in personal data, such as address or telephone number etc. should be reported by the principal or supervisor in writing to Human Resources. They will not be released to outside sources unless requested by the employee.
4. Employees are responsible for updating their files.
5. Upon employee separation, site files are to be sent to the District to be kept for seven years.

2026 CONTRACTS OF EMPLOYMENT

- a. Glenwood Christian Schools uses employment contracts to provide a framework of mutual obligation and responsibility. The contracts confirm:
1. The Christian ministry of employees
 2. It is for a limited duration which rights and privileges terminate upon the contract's expiration date
 3. No right to notice of renewal or non-renewal of the contract is conferred or implied.
 4. That employees are subject to discharge for cause during the contract term.
 5. That contracts govern over this or any other manual.

2027 CONTRACT RENEWAL FOR ADMINISTRATORS

This is directed by the Superintendent or designee through discussion and the evaluation cycle as defined in Evaluation Section 2070-2076

2028 CONTRACT RENEWAL FOR K-12 TEACHERS

Contract renewal for certificated teachers should generally follow the outlined procedure below. No teacher shall have any expectation of renewal or continued employment.

a. **Procedure**

1. **Letters of Intent** may be distributed to employees through Principals and Directors as initiated by the Superintendent. Teachers should be surveyed concerning their intent to return. Letters of intent are not offers of employment or contract renewals. (February)

2. **Recommendations to the Superintendent** – A summary report from each Principal should be given to the Superintendent. This is the list of teachers, indicating if they are returning or not, or requesting a change in teaching assignment or location and if renewal of contract is recommended.
3. **Position Transfer** - Those requesting to move from one school site to another must first notify their Principal through the Letter of Intent process. Once position openings are posted they are asked by their Principal to follow the advertising / selection process, being granted an interview as a candidate for the position and notified if selected as best qualified. See 2031 for specific process.
4. **Position Openings** - A listing of position openings should be distributed to all Principals and Directors. The listing is revised, dated and distributed through the Business Office as needed for Internal Posting and Advertising (Generally, in mid-March)
5. Further staff reduction or addition discussions between the Superintendent and Principals may follow re-enrollment / enrollment needs.
6. Principals should instruct teachers who are not intending to return the coming year but who have previously returned a letter of intent to notify the Superintendent in writing by April 15th.
7. Principals distribute teacher contracts for teacher review and their signing within 2 weeks of offer to teacher. (April)

2029 CONTRACT RENEWAL FOR CLASSIFIED SUPPORT STAFF

Contract renewal for classified support staff should generally follow the outlined procedure below. No staff member shall have any expectation of renewal or continued employment.

a. Procedure

1. **Letter of Intent** should be distributed to current classified employees through Principals and Directors as initiated by the Superintendent (February)
2. **Recommendations to the Superintendent** – A summary status report from each site should be given to the Superintendent or designee as he/she directs. This is a list of current employees, indicating if they are returning or not, and if renewal of contract is recommended. (Late February)
3. A listing of position replacements should be distributed to all Principals and Directors. The listing is revised, dated and distributed through the Business Office as needed for Internal Posting and Advertising.
4. Further staff reduction or addition discussions between the Superintendent and Principals may follow re-enrollment / enrollment needs. (Late March)

2030 CONTRACT RENEWAL FOR CLASSIFIED and CERTIFIED EARLY CHILDHOOD CENTER STAFF

Contract renewal for classified Early Childhood Center staff should generally follow the outlined procedure below. No staff member shall have any expectation of renewal or continued employment.

a. Preschool Staff Renewal Procedure

Contracts are renewed in the Superintendent or designee's sole discretion. The Early Childhood Center Training Record report form should be distributed to employees and collected by the Site Director.

20 Continuing Education clock hours/year as defined in 2012 dare requested prior to renewal. (Early April)

Forms: Early Childhood Center Training Record

b. Childcare Staff Renewal Procedure

Contracts are renewed in the Superintendent or designee's sole discretion. The Early Childhood Center Training Record report form should be distributed to employees and collected by the Site Director. 20 Continuing Education clock hours/year are requested prior to renewal.

Forms: Early Childhood Center Training Record

2031 K-12 TEACHER IN-DISTRICT TRANSFER

a. Goal

To provide for teacher request as balanced by the ability to match positions with those best qualified.

b. Procedure

The following steps should take place when a Glenwood Christian Schools certificated teacher expresses a desire to be considered for a teaching opening at another school in the district.

1. HR should post a notice of all available openings on all campuses.
2. The interested GCS teacher must express their interest in a position through their current school Principal.
3. The GCS teacher should then become part of the standard application process.
4. The GCS teacher should receive at least an interview with the school principal where the opening is.

ORIENTATION & TRAINING

POLICY NUMBER 2040-2045

The enactment of Glenwood Christian Schools' educational objectives in a student's life can occur in relationship to employees' understanding and application of our philosophy and practices. Orientation is an invaluable success tool introducing and training staff, thus equipping them to combine their unique gifting with the unique educational ministry of GCS.

POLICY

All new employees should receive orientation and training. Orientation for Administrative, Certified, Classified Support and Classified and Certified Early Childhood personnel will be the duty of the new employee's supervisor as directed by the Superintendent or designee.

REFERENCES

- Sections: General Personnel Standards 2050
- Handbooks: Available through District Office
- Forms: Orientation Checklists: K-12 Teacher, Early Childhood Teacher
- Other: Mission and Purpose / Strategic Plan / Core Functions
Contracts / Position Descriptions / Conditions of Employment
Parents for Glenwood organizational chart and brochure

2040 ORIENTATION - GENERAL

- a. Employee category and position determine orientation procedure, which may include a checklist. An orientation checklist or outline should be completed in the recommended timeframe with the original returned to Human Resources and a copy kept in each site file.
- b. General Orientation for employee categories may include, but not be limited to, all the following:
 1. Initial Orientation
 - GCS History with Mission and Purpose
 - Strategic Plan
 - Educational Plan
 2. Review understanding of Position Description with the Core Function Responsibilities / Conditions of Employment
 3. Building Tour / Operations / Forms
 4. School Policies and Procedures / Faculty or Staff Handbook etc.
 5. Employee Standards in Personnel Handbook
 6. Environment Climate related to the position: Classroom, Office etc.
 7. Specific Orientation Checklist for the specific employee category

ADMINISTRATIVE ORIENTATION

- a. The Superintendent or designee is responsible for Administrative Orientation.
- b. New administrators should be oriented using the General Orientation as it applies to the position.
- c. Administrative Orientation should focus on the following Core Functions of the Administrative Position:
 - 1. Spiritual Leadership
 - 2. Educational Leadership
 - 3. Stewardship of Resources – People
 - 4. Stewardship of Resources – Finances
 - 5. Stewardship of Resources – Facilities
 - 6. Student Admissions / Recruitment / Progression
 - 7. Public Relations – Marketing
 - 8. Fund Raising – Development
 - 9. Legal and Regulatory Applications
 - 10. Cross Functional Team Responsibilities
 - 11. Inter-Dependent Relationships
 - 12. Position Requirements / Qualifications

2042 K-12 TEACHER ORIENTATION

- a. The Principal is responsible for Certificated Teacher Orientation.
- b. New employees should be oriented using the New Teacher Orientation Checklist and should review the General Orientation as it applies to the position.
- c. Certificated Teacher Orientation should focus on the following Core Functions of the Teaching Position:
 - 1. Spiritual Leadership
 - 2. Educational Leadership
 - 3. Cross Functional Team Responsibilities
 - 4. Stewardship of Resources
 - 5. Public Relations / Marketing
 - 6. Other Position Requirements / Qualifications

2043 CLASSIFIED SUPPORT STAFF ORIENTATION

- a. The direct supervisor is responsible for Classified Support Staff Orientation (No specific checklist form needs to be completed).
- b. New employees should be oriented using their Position Description and review the General Orientation as it applies to the position
- c. Classified Support Staff should focus on the following Core Functions of the position:
 - 1. Spiritual Leadership
 - 2. Stewardship of Resources
 - 3. Public Relations / Marketing
 - 4. Cross Functional Responsibilities
 - 5. Other Position Functions and Qualifications

2044 CLASSIFIED and CERTIFIED EARLY CHILDHOOD STAFF CENTER ORIENTATION

- a. The Early Childhood Director is responsible for Early Childhood Staff Orientation
- b. New employees should be oriented using the Early Childhood Orientation Checklist and review the General Orientation as it applies to the position.
- c. Early Childhood staff should focus on the following Core Functions of their position as directed by the Early Childhood coordinator.

2045 VOLUNTEER ORIENTATION

- a. The Principal or supervisor is responsible for Parents for Glenwood Orientation
- b. New parents should be oriented through the tour and application / interview process by paid GCS staff.
- c. On-going orientation should occur through the Parents for Glenwood organizational structure as overseen by paid GCS staff in order to protect Glenwood from exposure to liability for negligent training and supervision etc See Parents for Glenwood Organizational Chart and brochure.

2046 ON-GOING ORIENTATION

a. Importance of Handbook Changes

It is important to “have it in writing” that employees have read and understand our Employee Handbooks. It is an effective defense against an employee who later files a wrongful termination lawsuit against the school claiming that he/she was never told about a rule.

b. Administrative Procedure

During fall orientation employees should receive an annual policy briefing during which you discuss any changes that have been made to our policies. Hand out printed updates for employees to insert into their Employee Handbooks along with a new statement saying that they’ve read and understand the revised handbook. Here is sample wording for your form:

“I have read and understand the current Employment Handbook of Glenwood Christian School. I have participated in an employee orientation explaining my duties and responsibilities as well as general information regarding training and techniques.”

Signature of Employee

Date

GENERAL PERSONNEL STANDARDS

POLICY NUMBER 2050-2061

POLICY

Personnel Standards are intended to direct GCS's operational integrity in business practice and dignity in personnel relationships and duties. The enactment of personnel standards is the responsibility of each site supervisor or designee. Specific administrative, certified or classified, volunteer personnel standards are provided through applications and contracts as well as other specific references.

REFERENCES

- Sections:
- Employment 2010
 - Orientation and Training 2040
 - Disciplinary Action 2086
 - Separation of Employment 2090
 - Compensation and Benefits 2100
 - Absences, Leaves, Holidays 2110
 - Position Descriptions 2200
- Handbooks:
- Early Childhood Staff, Elementary and Junior / Senior High Faculty
- Forms:
- HEP B and HIV / Emergency Preparedness Employee Information / Abuse Reporting
- Other:
- Employee Application
 - Employee Contract / Conditions of Employment

2050 WORK HOURS

- a. Scheduling requirements, hours and working times vary by position and should be communicated to employees by their supervisors.
- b. Employees are required to report for work punctually and to work all scheduled hours or required overtime.
- c. Variations in work hours may occur due to weather conditions. These are School Delays and Closures See References for further explanation.
- d. Employment status regarding Exempt and Non-Exempt from Overtime is defined in Employment 2013.
- e. Other work hours affected Absences, Leaves and Holidays are defined in 2110.

2051 REST AND MEAL PERIODS FOR NON-EXEMPT EMPLOYEES

- a. As required by Washington State Law, a minimum of one paid 10 minute (and not to exceed one 15 minute) rest period will be provided for each 4 hours worked.
- b. Rest Periods will be scheduled by each supervisor with appropriate regard for the workload prescribed by the employee's contract.
- c. Rest periods should be taken approximately when scheduled and should not be used to shorten the workday.

- d. An unpaid meal period will be provided near the middle of the workday if the employee works more than 5 hours during the day. The length of the meal period is determined by each supervisor, but will be a minimum of 30 minutes.

2052 NON-SCHOOL EMPLOYMENT AND PUBLIC OFFICE

- a. Full time employees should not engage in other employment without obtaining prior consent from the Superintendent.
- b. Part time employees should consider and demonstrate a first commitment to the responsibilities of Cascade employment above other employment. Other employment must be consistent to the employee's ministry role in Cascade. This determination is at the sole discretion of Cascade.
- c. School employees in public office should continue serving provided it does not interfere with the employee's contracted responsibilities. This determination is at the sole discretion of GCS.

2053 SAFETY AND HEALTH

- a. The prevention of occupational injury and illness is a mutual responsibility of supervisors and employees. Employees are to integrate safety and health measures into work habits and assist supervisors by reporting potential hazards. Supervisors should periodically inspect work areas, report conditions, conduct drills and oversee compliance to safety regulations. District Crisis Management Procedures cover this in detail.
- b. Vehicle accidents, during school activities, require the staff member to communicate the event to their supervisor and to complete an accident report form within 24 hours.
- c. CPR Training should be made available at regular intervals for staff. New or renewed CPR certification records should be maintained at the District office as reported by each supervisor with copies kept at each site in the site Employee Emergency Information.
- d. HIV/Aids and Blood borne Pathogens training should occur annually and be recorded by each supervisor. Employee Emergency Information and medical or training reports are kept separately on site. Employees diagnosed with a reportable disease (as defined by Washington State Department of Health Regulations) that could be transmitted in the work environment should immediately notify their supervisor, who should notify the Superintendent. Employee medical records should be kept confidential.
- e. Building Safety and Crisis Management training should occur through employee orientation for new or transferred employees.
- f. Integration of safety and health measures into work habits are the responsibility of each staff and supervisor.

2054 CONFIDENTIALITY

- a. Supervisors are responsible for identifying information that should be classified as confidential and should seek to develop procedures to control and secure the information.
- b. Employees are requested to treat parent, student and other staff matters with respectful confidentiality by conferencing appropriately, maintaining confidential student records, and keeping all office or district records secure.

- c. Academic or Personnel files should not be removed from their location without authorization.
- d. Employees should refer all media inquiries and other inquiries of general nature to the Superintendent or designee.
- e. Employees should refer inquiries seeking information concerning application for employment, current employees or former employees to the Superintendent or designee.
- f. All employees have a responsibility to avoid unnecessary disclosure of non-confidential internal information about GCS (school directories, class lists, employee lists etc.) to its customers or suppliers.

2055 DEPARTMENT AND DRESS

- a. Employees are asked to serve as Christian Role Models in and out of the classroom (1 Cor. 6:20). Behavioral standards should be prescribed by individual employment contracts or non-binding conditions of employment as distributed with application packets.
- b. The position description and employee category should prescribe the appropriate dress.
See Orientation and Training 2040-2045

2056 SUBSTANCE ABUSE

GCS is committed to maintaining a drug-free working environment conducive to the wellness and positive self-development of all members of its community.

- a. The unlawful possession, use, or distribution of controlled substances or alcohol by students and employees on GCS property or at GCS activities is prohibited. ((1 Cor, 6:19, Heb. 9:14). A “controlled substance” means any drug or substance the use, distribution, dispensation or possession of which is controlled by statute or regulation.
- b. Proper use of medication prescribed by a licensed physician shall not constitute a violation of this policy. All employees and volunteers should use good judgment in connection with use of legal prescription and over the counter drugs. Reporting any improper use of drugs to the supervisor is advised. Such report will be confidential.

2057 CHILD ABUSE AND / OR NEGLECT

- a. **Policy statements**
 1. GCS is concerned about children’s safety and welfare. Parent and family rights must also be respected. Therefore, it is important to follow careful procedures and communicate concerns to the supervisor, principal or Superintendent. We are also responsible for following the Washington State regulations and laws as well as discerning God’s plan and leading.
 2. With available resources GCS should offer community education programs or opportunities for parents, prospective parents, foster parents, adoptive parents, and licensed day care providers on parenting skills and on the problems of child abuse and methods to avoid child abuse situations.
 3. GCS should provide child abuse / neglect in-servicing for current and new staff members.
See Orientation
- b. **Types of Child Abuse or Neglect**
 1. **Type 1** - When a teacher or staff member believes a student is being abused physically, emotionally, mentally, sexually, or spiritually.

2. **Type 2** - When there is an indication of previous child abuse in some manner – physical, emotional, mental, spiritual, sexual – discovered by a teacher or staff member.
 3. **Type 3** - When evidence of an employee exhibiting unprofessional behavior is construed as abusive and is reported.
- c. Type 1** - Required steps to take when a teacher or staff member believes a student is being abused. Under state law staff members are free from liability for good faith reporting of instances of abuse or neglect. Employees who knowingly fail to report may be guilty of a gross misdemeanor. Direct knowledge or proof is not required.
1. Employee must to report the incident immediately to their supervisor or designee.
Include:
 - Identity of the alleged perpetrator.
 - Name, address and age of the child and parent or guardian
 - Nature and extent of the alleged injuries, neglect or sexual abuse
 - Any evidence of previous injuries (nature and extent)
 - Any information establishing cause
 2. Supervisor must report directly by telephone to Child Protective Services within 48 hours of the time the employee first had reason to suspect abuse or neglect and may seek council from other staff.
 3. Staff member will complete an Abuse Reporting Form and return it to the supervisor within 48 hours.
 4. Copies of the Child Abuse Report shall be distributed as follows:
 - Child Protective Services
 - Building File (secure)
 - Superintendent
 5. Individual employees have an independent duty to report to Child Protective Services within 48 hours after they have reasonable cause to belief that abuse or neglect has occurred if their supervisor has not made such a report.
- d. Type 2** - Required steps when there is an indication of previous child abuse / neglect.
1. Listen attentively while keeping a written record remembering this is from one person's perspective and experience. A copy should be sent to the Superintendent's office.
 2. Pray for the parent and child.
 3. Confirm whether CPS has been notified. If they have not been notified, the administrator needs to notify CPS within 48 hours. See c. 1 above. Individual employees have an independent duty to report to Child Protective Services within 48 hours after they have reasonable cause to belief that abuse or neglect has occurred if their supervisor has not made such a report. Has counseling been pursued?
 4. Communicate with those who have direct contact with the child.
 5. Keep record of child's behavior while as school.
 6. Maintain communication with Superintendent, principal, and/or counselor to assure follow through for the child's welfare and safety.
- e. Type 3** - When evidence of an employee exhibiting unprofessional behavior is construed as abusive and is reported.
1. Whoever observes unprofessional behavior is asked to communicate to that employee's supervisor the questionable behavior before reporting the incident.
 2. The supervisor should meet with the employee to gather their perspective and to create a written report. A copy should be sent to the Superintendent.

3. At any time, if the supervisor has reasonable cause to suspect that abuse may have occurred, the supervisor must report to CPS in accordance with c.1 & 2 above.
4. Individual employees have an independent duty to report to Child Protective Services within 48 hours after they have reasonable cause to believe that abuse or neglect has occurred if their supervisor has not made such a report.

2058 HARASSMENT AND SEXUAL HARRASSMENT ADMINISTRATIVE PROCEDURE

GCS recognizes its responsibility to provide a working and educational environment, in which all individuals treat each other with dignity and respect, one free from discrimination, including harassment. The school desires to prevent and correct any such behavior. This may require discipline, up to and including termination.

a. Definition of Sexual Harassment – Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

1. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or employment.
2. That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

b. This policy applies to all school district employees, volunteers, parents and students.

c. Implementation of Harassment Policy

1. Employees should be made aware of the schools' policies with regard to harassment and the procedures for reporting harassment when it is experienced or observed. Copies of the information should be made available during orientation.
2. Students should receive Sexual Harassment information at orientation or admission.

d. Responding to Harassment Complaints

1. Receipt of Reports

Supervisors who receive reports of harassment should inform the Superintendent or designee. If the allegations of harassment are against the Superintendent, the report should be made to the chairman of the School Board.

2. Investigating the Complaint

Complaints should be investigated through the direction of the Superintendent (or chairman). The nature and scope of the investigation will depend upon the seriousness of the allegations in the discretion of the person investigating the allegations. Whenever possible, a person of the same gender as the complainant should participate in the investigation, particularly in the interview with the complainant. Every investigation should include, at a minimum, an interview with the complainant and an interview with the accused. Additional interviews with other witnesses and other steps may also be required. Glenwood Christian Schools will attempt to keep interviews and gathered information confidential and should only disclose such information as is necessary. The goal is to facilitate the investigation and the resolution of the complaint, to protect the interests of the school or its employees, students and volunteers, or to respond to a civil discovery request or governmental investigation.

3. Interviewing Procedures

Interviewing the Complainant

- Assure the complainant the complaint will be taken seriously and thoroughly investigated.
- Discuss the confidential nature of the investigation
- Determine if the incident was an isolated action or part of a series. Obtain details. Ask about the consequences of the incident as related to employment and duties. Record how the complainant responded to the incident.
- Interview objectively to obtain facts and specific details as well as to identify any witnesses.
- Ask if he or she has received any written materials from the accused. If so, obtain copies.
- Determine if the complainant has discussed the incident/s with anyone else.

Interviewing Other Witnesses

- Obtain objective information including dates, times, places etc. as well as impressions and any names of other witnesses or other possible complainants
- Discuss the confidential nature of the investigation and encourage that it not be discussed with anyone else.

Interviewing the Alleged Harasser

- Advise the alleged harasser of the nature of the investigation, the fact that an allegation has been made against him or her, the objectivity, confidentiality, and the responsibility of CCS to take appropriate action based upon the results of the investigation.
- Whenever possible, two people should conduct the interview.
- Obtain dates, times, places, names and specific observations
- At some point in the interview the alleged harasser should be advised of the nature of the allegations and given an opportunity to respond directly to them.
- Any relevant writings should be copied if they are available.

4. Additional Investigation

In some cases it is necessary to review the personnel or academic file of the accused or complainant to note any previous accusations on file or possible disparity in treatment.

5. Conclusion of the Investigation

A written record of the complaint, including the investigating records and final report should be given to the Superintendent or designee for the confidential personnel file. The alleged harasser, complainant and the one reporting should sign reports.

6. Appropriate corrective action may include:

- Informal warnings to the person responsible for the harm
The informal warning involves personally confronting the harasser with an explanation of the offensive behavior, and a request that the harasser stop the behavior. This can be achieved by, speaking personally to the harasser, writing to the harasser, or confronting the harasser in front of a witness.
- Probation for student or employee
- Termination of the person responsible for the harm.
- Expulsion of the student responsible for the harm.
- Separating the victim from the person responsible for the harm by working to remove the harasser rather than the victim if possible.
- Steps to reconcile.
- Civil or criminal prosecution may also be a result.

EVALUATION

POLICY NUMBER 2070-2076

POLICY

Personnel evaluation is to encourage quality performance, foster professional growth and provide a basis for future employee assignment according to personal gifting and effectiveness. It is to enable employees in supporting and effectively accomplishing Glenwood Christian School's Mission and Purpose, Key Values and Results as well as our Strategic Plan. Evaluation policies shall in no way be construed to create any expectation of continued employment. These policies are general guidelines and shall not be construed as promises of specific treatment.

REFERENCES

Sections: 2040 Orientation
 2050 General Personnel Standards

Forms: Principal Evaluation Form
 Teacher Evaluation Packet: Elementary and Junior/Senior High
 Classified Staff Performance Evaluation
 Early Childhood Evaluations
 Personnel Evaluation District Form

Other: Staff or Faculty Handbooks

2070 GENERAL INFORMATION

In supporting the above evaluation policy a combination of the following should occur for all Categories of Employment.

- a. Evaluations should also be derived in part from the employee's ability to enact the following:
 1. Employee Position Descriptions
 2. Contract and Conditions of Employment
 3. Statement of Faith
 4. General School Information such as:
 - District Personnel Policies
 - Staff or Faculty Handbook
 - Faculty or District meeting topics
 - Printed Cascade materials become the responsibility of the teacher to explore and enact in a caring and professional manner.
- b. A combination of formal and informal observation and communication is used.
- c. When an employee's time is substantially equally divided between buildings or positions, he/she should be evaluated by only one of the supervisors as selected by the Superintendent.
- d. Category of Employment prescribes the specific evaluation concepts and procedures.

2071 DISTRICT ADMINISTRATOR / PRINCIPAL EVALUATION

- a. The Superintendent is responsible for annual evaluation of each District Administrator and Principal using the Glenwood Christian School Administrator Evaluation instrument covering these Core Functions:
 - Spiritual Leadership
 - Educational Leadership
 - Stewardship of Resources – People
 - Stewardship of Resources – Finances

- Stewardship or Resources – Facilities
- Admissions
- Public – Relations / Marketing
- Recruitment
- Retention
- Fund Raising – Development
- Legal and Regulatory Applications
- Inter-Dependent Relationships

b. Evaluations should also include information from the following outline.

1. District Administrators and Principals are responsible for submitting to the Superintendent their response to the District Strategic Plan. District Administrators create the school plan according to position responsibility in one or more of the following:

- 2.0 People Plan
- 3.0 Student Recruitment and Retention
- 4.0 Business and Operations
- 5.0 Development
- 6.0 Interdependent Relationships

Site Principals create their plan in response to:

- 1.0 Christian Education
- 2.2 Professional Growth and Advancement
- 3.0 Student Retention and Recruitment
- 6.0 Interdependent Relationships

2. The plan should be reviewed and ongoing discussion and observation should occur throughout the year. At the conclusion of each academic year the Superintendent and Administrator / Principal should mutually discuss their implementation and attainment of the strategic plan as well as the persons' performance as outlined in the evaluation tool.

3. The Superintendent should use the data and information mutually discussed in the preparation of the annual Performance Evaluation, prepare a written evaluation, meet with Principal or Administrator to discuss the written Performance Evaluation and both parties should sign the written evaluation.

4. A copy should be placed in the District Personnel file and one given to the District Administrator / Principal.

2072 K-12 TEACHER EVALUATION

a. The goal of Teacher Evaluation is twofold:

1. To improve curriculum and instructional practices that ultimately result in greater achievement of student learning (formative evaluation).
2. To apply district-adopted criteria for judging teacher competency (summative evaluation).

b. Principals are responsible for annual summative teacher evaluations using Cascade Christian Schools' Elementary Teacher Evaluation Packet and Jr/Sr Teacher Evaluation Packet. Principals should follow the procedures and distribute completed Evaluation Report / Observations by May 1st to the teacher, the Principal's staff file, sending the completed Evaluation Report sheet to the Superintendent.

c. **Elementary Principals** should distribute and review Elementary Teacher Evaluation Packet procedures (in packet) and content including the 8 minimum criteria.

1. Personal qualities and traits
2. Instructional skills including:
 - Curriculum - Teaching the prescribed curriculum / following steps to delete or modify curriculum offerings
 - Instruction - Lesson plans, procedures

- Assessment - Student evaluation, records / reporting procedures
- 3. Classroom management
- 4. Professional preparation and scholarship
- 5. Effort toward improvement when needed
- 6. Handling of student discipline and attendant problems
- 7. Interest in teaching students
- 8. Community relations

d. Junior / Senior High principals distribute and review Jr/Sr Teacher Evaluation Packet including the following elements:

1. BWLV Staff Questionnaire
2. Walk-About Observations
3. Lesson Design
4. Month of weekly lesson plans
5. Weekly reflections
6. Pre-observation form
7. Observations
8. Student Survey
9. Summative written evaluation as final annual report

2073 EARLY CHILDHOOD CENTER DIRECTOR EVALUATION

The Early Childhood Coordinator is responsible for Early Childhood Director evaluations

2074 CERTIFIED EARLY CHILDHOOD CENTER STAFF EVALUATION

The Early Childhood site Director is responsible for certified Early Childhood Certified Staff evaluation.

2075 CLASSIFIED EARLY CHILDHOOD CENTER STAFF EVALUATION

Evaluations should be conducted by the Early Childhood Site Directors on a yearly basis. Copies of the evaluations are submitted to the Early Childhood Coordinator upon request.

1. **Part-time Teaching Staff Evaluation:** occurs in the fall and spring with the goal of improvements in targeted areas. See ECC Teacher Evaluation forms
2. **Assistant Evaluation:** occurs in the fall and spring by their lead teacher in combination with the Early Childhood Director See ECC Teacher Assistant Evaluation form

2076 CLASSIFIED SUPPORT STAFF EVALUATION

- a. Supervisors are responsible for one (1) annual evaluation of Classified Support Staff using the Classified Support Staff Evaluation form. See Classified Support Staff Evaluation form
- b. By March 1st copies of the completed evaluation are distributed to the employee, to the supervisor's staff file and to the Superintendent.

2077 NEW EMPLOYEE EVALUTION

New employees should be evaluated by their supervisors after 30 and 60 or 90 days of employment.

HONOR AND RECOGNITION

POLICY NUMBER 2080 -2082

POLICY

Glenwood Christian Schools seeks to honor the investment of all personnel in their service to the mission and purpose of the educational ministry. In demonstration of gratitude for an employee's innovative and consistent integration of the mission and purpose through faithful service, GCS provides for employee recognition and honor. Honor and Recognition does not guarantee contract renewal or continued employment.

REFERENCES

Sections: General Personnel Standards
Evaluation
Position Description

Handbooks: Early Childhood, Elementary, Junior / Senior High when revised

Forms: To be developed as desired

2080 HONOR AND RECOGNITION – GENERAL INFORMATION

a. Honors are:

1. To encourage the integration of Glenwood Christian Schools' mission and purpose and biblical worldview into all aspects of the educational ministry.
2. Given to specific persons for a specific measurable impact in any category of employment
3. One time, on-going, or defined for a specific time period
4. To be approved by the superintendent before enactment
5. Distributed as directed by the superintendent or designee.
6. Formal

b. Recognition is:

1. To recognize and encourage faithful commitment and service
2. To be given to all persons in all categories of employment
3. Distributed as directed by the superintendent or designee on a scheduled annual basis.
4. Formal

2081 HONOR

a. "Outstanding Contribution" / Honor

1. This honor is granted to an individual whose contribution to the mission and purpose of GCS has exemplified in process and outcome GCS's Key Values.
2. The superintendent in combination with the board and contributing administrator or supervisor grants the Outstanding Contribution Honor.
3. Its issuance occurs at the close of any given school year.
4. One or more employees from any Category of Employment may receive it.
 - Administrative
 - Certificated Teacher
 - Classified Support Staff
 - Certified Early Childhood
 - Classified Early Childhood

b. Other Honors

Through the combined contribution of the Superintendent and selected representatives, specific one-time honor awards may be created for the measurable accomplishment of a GCS Strategic Goal.

2082 RECOGNITION

Recognition is offered in the manner selected by the direct supervisor and staff

a. Recognition of commitment and service should occur incrementally as follows:

- | | |
|-------------------------|--|
| 1. Five Year: | Pin – as a thank you - Superintendent letter |
| 2. Ten-Year: | Plaque – as a thank you - Superintendent letter |
| 3. Fifteen-Year: | Bible – as a thank you - Superintendent letter |
| 4. Twenty-Year: | Unique gift in honor of individual - Superintendent and Board letter |
| 5. Twenty-five + Years: | Celebration in honor of individual - Superintendent and Board letter |
| 6. Retirement | As appropriate for individual |

SEPARATION OF EMPLOYMENT

POLICY NUMBER 2090-2099

POLICY

Glenwood Christian Schools will end the employment relationship because of an employee's resignation, expiration of an employment contract, or involuntary termination.

REFERENCES

Sections: Discipline Section 2086
Hiring and Contracts of Employment 2020

Forms: Employee Separation/Evaluation Report

2090 RESIGNATION

- a. Employees should give written notice of their intent to resign or not to renew an employment contract. For certain employment categories the Letter of Intent is one accepted method of written notice. Failure to give written notice may result in ineligibility for re-employment.
- b. Administrative or K-12 Teachers who desire non-renewal should give notice to their supervisor as soon as possible but no later than the deadline to sign and return next year's contract.
- c. Administrative and K-12 Teachers are requested to give at least a 90 day written resignation notice. Classified employees are requested to give at least a 30 day written resignation notice. Other contracted employees are requested to give at least a 14-day written notice.
- d. Administrative or K-12 Teachers send written resignation notices to the School Board. Classified, Certified and contracted employees send written resignation notices to the Superintendent or designee.
- e. The employee's supervisor will be responsible for securing the return of all GCS property such as keys, tools, equipment or supplies.

2091 EXPIRATION OF EMPLOYMENT CONTRACT

- a. No employee shall be entitled to renewal of an employment contract. The Superintendent shall make final decisions in offers of employment for the following year.

2092 INVOLUNTARY TERMINATION

- a. All involuntary terminations should receive Superintendent or designee approval prior to separation. Disciplinary Action may occur prior to termination, but is not a pre-requisite to termination.
- b. When Glenwood terminates, fails to renew the contract or permits a certificated staff member to resign in lieu of being terminated, when the basis of such separation is criminal conduct, the Superintendent shall notify the State Board of Education of such termination of employment.

2093 INVOLUNTARY TERMINATION PROCEDURE

Supervisor should initiate discussion with the Superintendent or designee. Superintendent should make determination whether to terminate or attempt to improve performance.

2097 CHRISTIAN CONCILIATION

- a. It remains our desire, according to I Corinthians 6:1- 8, to avoid taking our cause before a court of law.
- b. Employment contracts should contain arbitration clauses that require Christian arbitration.

2098 RENUMERATION AFTER SEPARATION OF EMPLOYMENT

- a. If a contracted employee resigns or is terminated, payment will be that portion of the annual salary which the number of days of actual duty worked bears to the number of days covered by the contract.
- b. Supervisors are to advise employee with benefits that the insurance will remain in force until the end of the month in which the termination occurs. Direct the employee to the Human Resource to be advised of the COBRA and conversion privileges available under the plan.
- c. No payment for unused sick leave will be offered.
- d. Wage payments will be made at the end of the established pay period. The paycheck will be mailed unless otherwise requested.
- e. No employee will receive payment in lieu of notice if terminated by GCS.

2099 EXIT INTERVIEW

At the point an employee submits a letter of resignation, the employee's supervisor should complete an exit interview. The Employee Separation/Evaluation Report, used during the exit interview should be sent to the Superintendent and kept in District files.

COMPENSATION – BENEFITS

POLICY NUMBER 2100-2107

POLICY

Guidelines for professional compensation and benefit packages are established by the school board. The Superintendent submits compensation and benefit packages for Board approval through the budget process and may make final compensation decisions where uncertainties occur. Compensation and Benefits for each position is to reflect the educational requirements, experience and qualifications in terms of that position

REFERENCES

Sections: Employment 2010

Forms: Absent Report Form (substitute)

Other: District Salary Schedules
Corporate Benefit Summary Sheet

2100 ADMINISTRATIVE COMPENSATION AND BENEFITS

a. Compensation

Refer to the District's Administrative Salary Schedule

- The Superintendent or designee determines the initial placement for each administrative position within the District's Administrative Salary Scale.

b. Benefits

Refer to the Corporate Benefit Summary Sheet for each classification

- 10 days per year (non-accumulative) for personal or family illness, injury / emergency leave
- 1 day per year Personal Leave.
- No vacation, nor paid Holidays.
- Company paid medical/dental insurance (for subscriber only) and Tuition Benefits for their children (K-12 = 100%, Preschool = 10%).

2101 K-12 TEACHER COMPENSATION AND BENEFITS

a. Compensation

Refer to the District's Certificated Teacher Salary Schedule

1. Calculation of Salary

The Superintendent or designee determines the initial placement for each teaching position within the District's Certificated Teacher Salary Scale.

2. Educational Increments and Compensation

To provide compensation for professional growth, course work with credit hours taken at recognized colleges or universities might apply towards educational increments. Work taken prior to receipt of both a Bachelor's degree and a teaching certificate will not apply towards educational increments.

Credits and Clock Hours are computed as follows:

- 60 min. inservice = 1 hour of continuing education credit or
Clock Hour, if taken from an approved WA St. Board of Ed. provider.
- 10 Clock Hours = 1 quarter hour at a regionally accredited college/university
- 15 Clock Hours = 1 semester hour

Educational increments are noted in the Teacher Salary Scale under the column headers shown below.

Teacher Salary Scale Table

Experience in Years at CCS or equivalent	Bachelor Degree	Bachelor Degree + 15 Quarter Hours	Bachelor Degree + 30 Quarter Hours	Bachelor Degree + 45 Quarter Hours	Bachelor Degree + 60 Qr. Hrs
0	\$	\$	\$	\$	\$
1	\$	\$	\$	\$	\$
2	\$	\$	\$	\$	\$
3	\$	\$	\$	\$	\$
4	\$	\$	\$	\$	\$

Master of Arts is a separate annual stipend indicated on the Teacher Salary Scale.

To obtain an educational increment salary increase, transcripts must be submitted by the teacher to Human Resources by December 1st of the current school year. Human Resources reports all employee educational increment changes to the Superintendent by December 15th. The salary increase is effective the following school year.

3. Buy-Back for 7th-12th Teacher Compensation

To provide additional certificated teacher support at the Jr/Sr high level, a secondary teacher may be paid an additional stipend. The stipend is based on the percentage of extra class time compared to a full-time teaching load. The Principal is to make recommendations to the Superintendent for Buy-Back position authorization.

4. Part-time Certificated Teacher Compensation

A part-time certificated teacher position (less than a full time teaching load per calendar school year) is compensated based on a percentage of time and wage as derived from the Certificated Teacher Salary Scale on the contract.

5. Long -Term Substitute Teacher Compensation

Long-term teacher substitutes are placed on the Teachers' Salary Schedule by the Superintendent. The Human Resource Manager places long-term substituteteachers into the monthly payroll cycle.

6. Substitute Teacher Compensation

Substitute teacher daily compensation will be reviewed and established annually by the Superintendent. Each site administrator approves substitute teacher compensation, by submitting a signed Substitute form to the Human Resources by the 12th of each month.

7. Non-Certificated K-12 Teacher Compensation

Placed on salary scale as directed by the superintendent or designee based upon experience and educational background.

b. Benefits

Refer to the Corporate Benefit Summary Sheet for each classification.

1. Full Time

- 10 days per year (non-accumulative) for personal or family illness, injury / emergency leave
- 1 day per year Personal Leave.

- Company paid medical/dental insurance (for subscriber only) and Tuition Benefits for their children (K-12 = 100%, Preschool = 10%).
(Non-Certificated K-12 receive all but, medical /dental)

2. Part Time

Part time employees are not eligible for company paid medical/dental insurance. These employees will receive a ratio of the “illness, injury, and emergency” leave allocation calculated in accordance to their percentage of full time employment. If they are employed 20-30 hours per week, they will receive a tuition discount (K-12 = 10%, Preschool = 10%).

3. Position Share

Position Share employees are not eligible for company paid medical/dental insurance. They do receive a 10% tuition discount and 50% of “illness, injury, and emergency” leave. Stipend for compensation of extra work recognition is given.

4. Long Term Substitutes

Upon completion of one semester of full-time consecutive substituting the substitute qualifies to receive a 10% tuition discount for each ensuing semester (K-12 = 10%, Preschool = 10%).

5. Substitutes

N/A

2102 CLASSIFIED SUPPORT STAFF COMPENSATION AND BENEFITS

a. COMPENSATION

Refer to the District’s Salary Schedules for Classified Support and Classified / Certified Early Childhood Center Employees

1. Calculation of Salary

Placement for new employees is based upon position, job description, experience, and relevant training. The Superintendent or designee determines the compensation for each position by placing the employee on the appropriate salary schedule.

Supervisory personnel establish a “needs” calendar of days and hours per position. Human Resources prepares a formal contract in response to these needs. The annual salary is calculated as number of hours x hourly rate from the salary schedule. Payroll checks are distributed via auto-deposit on the 20th of each month. Classified staff are paid monthly based upon the number of days worked in the previous pay period, which runs from the 14th of the month through the 13th of the following month.

2. Hourly Employees

Supervisory personnel are responsible to manage and record employees work hours, approve exceptions and submit employee hours to the Human Resources on a weekly basis. Employees are required to report their daily work hours to their site Supervisor via a time card or form.

3. Compensatory Time

Supervisory personnel are required to assure that employees do not compromise FLSA standards. Classified hourly employees are required to carefully adhere to working the approved number of hours per day. All time worked in excess of forty (40) hours per week requires prior supervisory personnel approval. A week shall run from 12:00 AM Sunday to 11:59PM Saturday. It is paid at a rate equivalent to one and one-half the employee’s regular hourly wage or may be taken as compensatory (comp) time at that same rate with supervisory approval during the same pay period. Exceptions are reported on a weekly time card or form and sent to Human Resources.

b. BENEFITS

Refer to the Corporate Benefit Summary Sheet for each classification

1. Benefit eligibility is determined at hiring and finalized via the employment contract with employee agreement.
2. Full time employees may receive up to 10 days personal or family “illness, injury, and emergency” leave (non-cumulative) per year and 1 personal leave day based on the percentage of the full or part time contract. They are eligible for a 10% tuition benefit for their children (K-12 = 10%, Preschool = 10%). They do not work on legal or national holidays.

2103 EARLY CHILDHOOD CENTER STAFF COMPENSATION AND BENEFITS

a. COMPENSATION

Refer to the District’s Early Childhood Salary Scales for:

- ECC Administrative Support (see: Classified Office Support Salary Scale))
- ECC Certified Staff
- ECC Classified Staff

1. Calculation of Salary

Placement for new employees is based upon position, job description, experience, and relevant training. The Superintendent or designee determines the compensation for each position by placing the employee on the appropriate salary schedule.

Supervisory personnel establish a “needs” calendar of days and hours per position. Human Resources prepares a formal contract in response to these needs. The annual salary is calculated as number of hours x hourly rate from the salary schedule. Payroll checks are distributed via auto-deposit on the 20th of each month. Early Childhood staff are paid monthly based upon the number of days worked in the previous pay period, which runs from the 13th of the month through the 12th of the following month and paid on the 20th.

2. Hourly Employees

Supervisory personnel are responsible to manage and record employees work hours, approve exceptions and submit employee hours to the Human Resources on a weekly basis. Employees are required to report their daily work hours to their site Supervisor via a time card or form.

3. Compensatory Time

Supervisory personnel are required to assure that employees do not compromise FLSA standards. Classified hourly employees are required to carefully adhere to working the approved number of hours per day. All time worked in excess of 40 hours per week requires prior supervisory personnel approval. A week shall run from 12:00 AM Sunday to 11:59PM Saturday. It is paid at a rate equivalent to one and one-half the employee’s regular hourly wage or may be taken as compensatory (comp) time at that same rate with supervisory approval during the same pay period. Exceptions are reported on a weekly time card or form and sent to Human Resources.

b. Benefits

Specific benefits are granted to these employees as authorized by the Early Childhood Director and approved by Human Resources.

1. ECC Administrative Support Position Benefits

- a. Early Childhood Assistant Director
Benefits for full-time* positions are calculated as follows:
 - Company half-paid medical/dental insurance (for subscriber only)

- Illness, Injury and Emergency: 10 days + 1 personal
- Tuition: 10% discount for Pre-School-12th grade.

b. Early Childhood Program Supervisor

Benefits for full-time* positions are calculated as follows:

- Company half-paid medical/dental insurance (for subscriber only)
- Illness, Injury and Emergency: 10 days + 1 personal
- Tuition: 10% discount for Pre-School-12th grade.

2. ECC Certified Staff Position Benefits

a. Preschool Lead Teacher Position

Benefits for full-time* positions are calculated as follows:

- Company half-paid medical/dental insurance (for subscriber only)
- Illness, Injury and Emergency: add 2 days to the number of days*/week a teacher is employed to instruct (“day” is determined by and equal to the number of regular hours scheduled as that teacher’s instructional “day”).
Example: 3 days of teaching calculates into $3 + 2 = 5$ days/school year
- Tuition: 10% discount for Pre-school -12th grade.

b. Childcare Lead Teacher Position

Benefits for full-time positions are calculated as follows:

- Company half-paid medical/dental insurance (for subscriber only)
- Illness, Injury and Emergency: 6 sick day / 2 months
- Vacation: After the completion of 1 full contracted school year, 5 vacation days (a “day” consisting of the regular number of hours worked) are granted with the addition of 1 day per year for each year of employment up to a maximum of 10 days, non-accumulative.
Pro-rated vacation days are granted to full-time contracted employees after 90 days of employment.
- Childcare/Tuition: Monthly Child Care costs up to \$250 or 10% tuition discount for Pre-school -12th grade.

3. Early Childhood Classified Staff Benefits

a. Preschool and Childcare Teacher’s Assistant Position

Benefits are calculated as follows:

- Illness, Injury and Emergency: add 1 day to the number of days*/week a teacher is employed to instruct.

Example: 3 days of teaching calculates into $3 + 1 = 4$ days/school year

b. Preschool/Childcare Position Cross Over Benefits

Benefits for combination full-time* positions are calculated as follows:

- Illness, Injury and Emergency: 1 sick day (a day consisting of the regular number of hours worked) / 2 months after 90 days of employment.

***Full time for all classified positions = 30 or more hours/week.**

See: Corporate Benefit Summary Sheet

2104 EDUCATIONAL SUPPORT

- Employees are encouraged to update and add to their knowledge and skills through voluntary off-hour training and education.
- Administrators of each site may choose to use the site Support Funds to reimburse employees for specific training. Only courses or training, which is directly job related, can be approved.
See 2101a. 2.

2105 PAYROLL

- a.** Exempt employees will be paid on a twelve-month basis. Non-exempt employees will be paid on a monthly basis for each month that work is performed. Payment will be made on the 20th of each month or if the 20th falls on a weekend or Holiday. Pay will be on the last Friday before the 20th.
- b.** Pay is routed through Automatic Deposit by Human Resources

2106 EMPLOYEE TRAVEL AND EXPENSE

- a.** Reimbursement based on employee mileage reports, travel and travel related costs must be pre-authorized.

2107 RETIREMENT – TAX SHELTERED ANNUITIES

- a.** GCS may offer school district employees opportunities to participate in certain services from time to time. Such benefits should be communicated to employees when available:
 - YMCA membership join-up fee reduction
 - 403B Tax Shelter Accounts
 - Cafeteria 125 plan for pre-tax medical/dental insurance payments
 - Others when available

ABSENCES - LEAVES - HOLIDAYS

POLICY NUMBER 2130 - 2132

POLICY

Glenwood Christian Schools desires to ensure proper support of each employee as well as the careful continuation of an employee's duties.

REFERENCES

Sections: Compensation and Benefits 2100

Forms: Teacher & Staff Absence
Family Medical and Leave Act
Labor and Industry

2130 ABSENCE – All Personnel Categories

- a. Absence, for reason other than illness and bereavement or unless specified under LEAVES do not receive compensation. Prior authorization by the supervisor is necessary.
- b. Unauthorized or excessive absences or tardiness may result in disciplinary action, up to and including termination.
- c. Employees should notify their supervisor as far in advance as possible whenever they are unable to report for work, know they will arrive late or must leave early. Such notification should include a reason for the absence and an indication of when the employee can be expected to report for work.
- d. Absence for illness is covered under the Benefit Section 2120 for all employees.
- e. Teacher and Staff Absence Forms should be submitted by the supervisor to Human Resources. Records list absences during one school year, including: date of absence, employee name, substitute name (if applicable), and reason for employee absence.

2131 LEAVES

a. Personal Leave

An employee receives compensation for 1 Personal Leave Day when personal business requires their absence from work. Supervisory authorization is required in advance.

b. Bereavement Leave

Bereavement Leave may be granted for the death of any relative residing in the employee's household and/or immediate family. The number of days of leave, not to exceed 3 per event, are allowed according to the individual circumstance and as determined by the Superintendent or designee. The number of bereavement days will be deducted from the employee's "illness, injury, and emergency" leave.

c. Jury Duty Leave

Employees called for jury duty are to contact their supervisor for coordination. Reimbursement of wages for non-exempt employees can occur when the employee first permits GCS to copy their governmental agency check or voucher, upon which the balance of regular hourly wages are calculated. The salary for exempt employees may be reduced by the amount received from the government for jury duty.

d. Professional Growth Leave

Opportunities for professional growth including site visitations, District committee work, ACSI conferences etc. which necessitate an employee's absence from the work site may be compensated when pre-approved by the principal or supervisor.

e. Educational Leave

Employees may request in writing to the Superintendent their desire for an Educational Leave to attend educational classes, complete an educational internship etc. After considering the request and the need of GCS, the employee will be notified of the decision to grant an unpaid leave.

f. Military Leave

Employees may request, in writing to the Superintendent, a Military Leave of absence to serve through active military duty, the National Guard or reserve units of the armed forces of the United States. GCS, at its discretion, may grant paid Military Leave for a period not to exceed 15 days during each calendar year. Military Leaves will be in addition to any "illness, injury and emergency" pay. The amount the employee is reimbursed is determined by subtracting the amount received for such service (up to 15 days) from the amount they would have earned at their regular rate during the regular working hours missed while performing the service.

g. Maternity Leave

All requests for leave due to pregnancy must be accompanied by a statement from the attending physician giving expected delivery date. As long as the employee is capable of performing the duties of her position with reasonable accommodation, she will be allowed to work. It is requested that Maternity Leave plans are communicated to the immediate supervisor by the 5th month of pregnancy if possible. An employee may:

1. Take maternity leave only for the time of temporary disability
2. Request a general unpaid leave for the remainder of the school year
3. Request a combination of 1) and 2), or
4. Terminate her employment

Employees may take Maternity Leave in addition to leave under the FMLA. Maternity Leave employees will be compensated during the temporary disability until they deplete their "illness, injury and emergency" pay.

h. Family and Medical Leave Act Eligibility (FMLA)

1. To be eligible for Family or Medical Leave, the employee must have worked 1,250 hours between September 1 and August 31 of the previous year.
2. Eligible employees may use up to 12 weeks of unpaid leave if all applicable paid leaves are exhausted for the following reasons:
 - The birth or adoption of a child, or receiving a child for fosters care.
 - The employee's own serious health condition which makes it impossible to perform essential job functions.
 - Caring for the employee's child, spouse or parent with a serious health condition.
3. "Child" shall include any biological, adopted, step, or foster child under 18 years of age and those with a mental or physical disability who require supervision and assistance by the employee.
4. "Parent" shall include biological, adoptive or *de facto* parents.

5. If possible, the eligible employee shall make a written request for the use of **Family or Medical Leave to the Superintendent or his/her designee thirty (30) days in advance.**
6. When Family or Medical Leave is sought for the employee's own illness, CCS may require a doctor's verification of the condition. When the leave is to care for another, CCS may require medical verification that the employee is needed as the caregiver.
7. When the employee returns from leave, the employee shall be returned to the position the employee formerly held unless it was reduced or eliminated in the normal course of business. In that case the employee shall return to a comparable position if one is available.
8. For the period of the Family or Medical Leave, CCS must continue group health benefits for those who qualify upon employment, including medical, dental, and other health plans. During paid leave the contributions shall continue exactly as they were previously paid. During unpaid leave, CCS shall continue its share of the premium costs of medical, dental and other health care coverage for the same period the employee continues to pay his/her share of the premium.

i. Workers Compensation - Labor and Industry Claims

1. Desiring a safe working environment, supervisors are to remind employees to report unsafe conditions.
2. In the case of an incident:
 - All injuries due to the employee's work at his/her work site during work hours must be reported to Human Resources by the supervisor within 1 day of injury or illness.
 - Human Resources should make a written report of the injury of illness within 120 hours to our insurance company and a phone call within 24 hours.
 - Beginning the first day, an employee will use sick leave and continue on regular salary. On the 4th day of absence, the employee may receive payments from the Department of Labor and Industry according to state laws and regulations. After GCS receives notification of the Labor and Industry payments, that amount will be deducted from the next paycheck, and a corresponding value of sick leave reinstated. If the individual has no sick leave or is absent beyond the amount of sick leave accumulated, District payments will not be made nor will any deductions be made from future salary for money received from the Department of Labor and Industry.

2132 HOLIDAYS

Holidays are not paid. If a holiday falls on a Saturday, the preceding Friday should be observed as the holiday. If a holiday falls on a Sunday, the following Monday should be observed as the holiday. GCS may alter observed holidays at its sole discretion.

a. Administrative and Certificated Personnel holidays include:

New Years
 Martin Luther King Junior Day
 President's Day
 Good Friday
 Memorial Day
 Fourth of July
 Labor Day
 Veteran's Day
 Thanksgiving
 Christmas

b. Classified Support Staff holidays include:

New Years
Martin Luther King Junior Day
President's Day
Good Friday
Memorial Day
Fourth of July
Labor Day
Veteran's Day
Thanksgiving
Christmas

c. Certified Early Childhood Center Staff

New Years
Martin Luther King Junior Day
President's Day
Good Friday
Memorial Day
Fourth of July
Labor Day
Veteran's Day
Thanksgiving
Christmas

d. Classified Early Childhood Preschool staff holidays include:

New Year's Day
Martin Luther King Junior Day
President's Day
Good Friday
Memorial Day
Fourth of July
Labor Day
Veteran's Day
Thanksgiving
Christmas

e. Early Childhood Child Care staff Holidays include:

New Year's Day
Memorial Day
Fourth of July
Thanksgiving and the following day
Christmas beginning at 4:00 p.m. on Christmas Eve through Christmas Day

Appendix

FORMS **HANDBOOK of HIRING and EMPLOYMENT**

2010	Employment	P48
2020	Hiring and Contract of Employment	P49
2040	Orientation and Training	P50
2050	General Personnel Standards	P51
2070	Evaluation	P52
2090	Separation of Employment	P53
2100	Compensation and Benefits	P54
2110	Absence – Leaves – Holidays	P55

EMPLOYMENT FORMS - 2010

- 1) **Superintendent of Public Instruction - WSP / FBI Procedures**
Copy included in this section
- 2) **Superintendent of Public Instruction - Teacher Certification / Conditional Certification /
Emergency Substitute**
Copy included in this section
- 3) **Position Descriptions – Sample**
Copy included in this section
- 4) **Application Forms / Statement of Faith / Conditions of Employment**
Available through District Office

FINGERPRINT REQUIREMENT INSTRUCTIONS FOR CERTIFICATION APPLICANTS

Washington State law requires that any applicant who does not hold a valid Washington certificate at the time of application be fingerprinted for state and national background checks. Since this process could take eight to ten weeks or longer, you are urged to initiate this process as soon as possible.

The background check requires **two** fingerprint cards (of the applicant) to be submitted to the Washington State Patrol (WSP) Identification and Criminal History Section. The WSP Identification Section will collect appropriate fees for both the state and Federal Bureau of Investigation (FBI) fingerprint checks, and it will forward one set of fingerprints to the FBI. This is a two-part function; the WSP check will take approximately 14 business days and clearance from the FBI will take about eight weeks. (The background check for individuals with fingerprints that are difficult to read will take longer.)

There is a \$59 fee for this service. Personal checks are **not** accepted; you must pay by cashiers check, money order, or a check drawn on a commercial business account. The fee of \$59 for both background checks is payable to the Washington State Patrol and must accompany both fingerprint cards.

The Washington State Patrol will not be able to respond to questions regarding the status of your cards. **To avoid delays or return of your cards, carefully follow the directions that appear on the back of this page.**

Remember, in addition to completing the fingerprint background check, you are required to submit the application for certification according to the instructions outlined in that packet.

YOU MUST USE THE ATTACHED CARDS PROVIDED BY THE EDUCATIONAL SERVICE DISTRICT OR BY THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION.



AT
80N 1-1-11

IN ORDER TO MEET THE FINGERPRINT REQUIREMENT, THE APPLICANT MUST FILL OUT THE FINGERPRINT CARDS AS FOLLOWS:

1. Enter your name (including aliases), complete **mailing** address, social security number,* citizenship, date of birth, and personal information (sex, race, etc.). The spaces for OCA, FBI and MNU numbers may be left blank if you do not have one of those numbers. **Cards with otherwise missing or incomplete information will be rejected.** (*Entering your social security number is optional. However it is very useful for verifying we have the correct individual's file when a public school district /college/ university requests clearance information. Your social security number will only be used for this purpose and it will not be disseminated. The fingerprint cards are shredded by the Office of Superintendent of Public Instruction once the check is complete.)
2. In the EMPLOYER AND ADDRESS section, write: "SPI Certification." If you are in a program at a Washington State college or university, write the name of the college or university instead.
3. In the REASON FINGERPRINTED section, write: "school district employees/contractors/28A.400 RCW." *You must use this exact wording or your cards will be returned.*
4. Take the two attached cards to a law enforcement agency or to an agency authorized to take fingerprints. The agency may charge an additional separate fee to take your fingerprints (usually \$5 to \$15). *Do not include this fee in your payment of \$59 to the WSP. Separate payment must be given to the agency processing your cards.*
5. Present at least one form of picture identification to the agency taking your fingerprints.
6. Provide the agency with an envelope (minimum size 8" x 10") with adequate postage addressed to:

Washington State Patrol
Identification and Criminal History Section
PO BOX 42633
OLYMPIA WA 98504-2633

Cards that have been bent or folded will be returned to you.

7. Request that the agency performing the fingerprinting process staple the fingerprint cards together and mail them, along with the \$59 fee, to the Washington State Patrol in the envelope you have prepared according to the instructions in No. 6 above.

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LEAVE BLANK		TYPE OR PRINT ALL INFORMATION IN BLACK						LEAVE BLANK	
LAST NAME <u>NAM</u>		FIRST NAME		MIDDLE NAME		FBI		LEAVE BLANK	
PERSON FINGERPRINTED		ALIASES <u>AKA</u>		O R I WA920310Z SUPT-PUB INST PRO ED/CERTIF OLYMPIA, WA		DATE OF BIRTH <u>DOB</u>		Year	
PERSON FINGERPRINTED		CITIZENSHIP <u>CTZ</u>				SEX	RACE	HGT	WGT
SIGNATURE OF OFFICIAL TAKING FINGERPRINTS		YOUR NO <u>OCA</u>		LEAVE BLANK					
EMPLOYER AND ADDRESS		FBI NO <u>FBI</u>		CLASS _____					
PERSON FINGERPRINTED		ARMED FORCES NO <u>MNU</u>		REF _____					
		SOCIAL SECURITY NO <u>SOC</u>							
		MISCELLANEOUS NO <u>MNU</u>							

1 R THUMB		2 R INDEX		3 R MIDDLE		4 R RING		5 R LITTLE	
6 L THUMB		7 L INDEX		8 L MIDDLE		9 L RING		10 L LITTLE	

Sample

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY				THUMB	R THUMB	RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY			
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WASHINGTON STATE
TEACHER CERTIFICATION
(as of September 1, 2000)

APPLICATION INSTRUCTIONS

Only **COMPLETE** applications (all items except your fingerprint cards) will be accepted by the educational service district (ESD) for processing by the Office of Superintendent of Public Instruction. Applications with pages, transcripts, or other relevant information missing will be returned to the applicant. **DO NOT** wait for your fingerprint cards to be returned to you before submitting your application materials. The processed cards will be forwarded directly to the Office of Superintendent of Public Instruction and **WILL NOT** be returned to you.

It is your responsibility to collect the items needed for evaluation for certification and submit them in one envelope to the ESD Office. Do not request that any of the items be sent directly to this office.

All fees are non-refundable.

Washington State law requires that any applicant who does not hold a valid Washington certificate at the time of application must be fingerprinted for a state and national background check. Since this process could delay the application process by eight to ten weeks, we urge you to initiate this process as soon as possible.

The background check requires two fingerprint cards (of the applicant) to be submitted to the Washington State Patrol identification and Criminal History Section (WSP Identification Section). The WSP Identification Section will collect appropriate fees for both the state and Federal Bureau of Investigation (FBI) check and will forward one set of fingerprints to the FBI. This is a two-part function; the WSP check will take approximately 14 days and clearance from the FBI will take about eight weeks. **DO NOT** wait for your fingerprint cards to be returned to you before submitting your application material. The processed card will be forwarded directly to the Office of Superintendent of Public Instruction and **WILL NOT** be returned to you.

If the background check reveals a criminal record, or if you answer "yes" on the character and fitness supplement (Form SPI/CERT 4020B), your application materials will be forwarded to the Office of Professional Practices for review. This may delay the certification process for several months. The Professional Education and Certification office cannot act on your application materials until clearance is received from the Office of Professional Practices.

ENCLOSED WITH THE APPLICATION PACKET IS INFORMATION REGARDING THE FINGERPRINT REQUIREMENT. IF YOU HAVE NOT RECEIVED THAT INFORMATION, PLEASE CONTACT AN EDUCATIONAL SERVICE DISTRICT OFFICE (LIST INCLUDED IN APPLICATION PACKET) OR THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE INFORMATION.

TEMPORARY PERMITS

Upon receipt of appropriate materials and fee(s) and upon determination of eligibility, the ESD office will issue the applicant a temporary 180-day permit. Permits may be issued for residency, renewal of a residency, substitute, or professional teaching certificates. Application materials will then be forwarded by the ESD to the Professional Education and Certification office for issuance of the certificate.

WASHINGTON STATE TEACHER CERTIFICATION REQUIREMENTS

The state of Washington issues the following certificates. Apply for the certificate for which you meet the requirements.

This application is subject to change. Call your local ESD for another application packet if you've had this packet for longer than six months.

RESIDENCY CERTIFICATE: (Certificate valid for five years)

- Must be 18 years of age.
- Must present evidence of good moral character and personal fitness.
- Must have earned a bachelor's degree from a regionally accredited college or university.
- Must have completed an approved college/university teacher education program or must have completed a minimum of three years of teaching experience at the P-12 level and have held a regular P-12 teaching certificate in another state.
- Must have completed 45 quarter hours or 30 semester hours in one primary endorsement area (see reverse) or 60 quarter hours if a broad endorsement area.

SUBSTITUTE CERTIFICATE: (Certificate valid for life)

- Must have completed all of the above requirements.

PROFESSIONAL CERTIFICATE: (Certificate valid for five years*)

- Must have completed provisional status as a teacher in a public school pursuant to RCW 28A.405.220 or the equivalent in a state board of education approved private school.
- Must complete an approved Professional Certificate program at a Washington college/university.
- An individual who holds a teaching certificate issued by the National Board for Professional Teaching Standards (NBPTS) shall be deemed to have met the requirement for completion of a Professional Certificate program.
- A course or course work in issues of abuse.
Candidates must have successfully completed course work or an inservice program including a minimum of ten clock hours of instruction on issues of abuse as a condition for the issuance of a continuing certificate. The content of the course work or inservice program shall discuss the identification of physical, emotional, sexual, and substance abuse; information on the impact of abuse on the behavior and learning abilities of students; discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse; and methods for teaching students about abuse of all types and its prevention.

* If based on NBPTS, the certificate is valid for five years or the validity period of the NBPTS Certificate, whichever is greater.

WASHINGTON STATE TEACHER CERTIFICATION APPLICATION CHECK LIST

- FORM SPI/CERT 4031A APPLICATION FOR WASHINGTON STATE TEACHER CERTIFICATION
(attach check for certification fee to this form)
- OFFICIAL TRANSCRIPTS INCLUDE ALL COLLEGE AND UNIVERSITY OFFICIAL TRANSCRIPTS
- FORM SPI/CERT 4020B CHARACTER AND FITNESS SUPPLEMENT
- FORM SPI/CERT 4020C VERIFICATION OF GOOD STANDING FOR CERTIFICATES HELD IN OTHER STATES
- FORM SPI/CERT 4020E INSTITUTIONAL VERIFICATION OF PROGRAM COMPLETION AND CHARACTER
- OR**
- FORM SPI/CERT 4020F-1 VERIFICATION OF EXPERIENCE IN LIEU OF INSTITUTIONAL VERIFICATION OF PROGRAM
COMPLETION (to be completed only if you have not completed a state-approved preparation
program at an accredited college or university)
- OUT-OF-STATE TEACHING CERTIFIED COPIES OF ALL TEACHING CERTIFICATES HELD IN OTHER
CERTIFICATES STATES
- NATIONAL BOARD CERTIFICATE CERTIFIED COPY OF CERTIFICATE ISSUED BY THE NATIONAL BOARD FOR PROFESSIONAL
TEACHING STANDARDS (for professional certificate only)
- FEE PAYMENT SCHEDULE

I am enclosing a COMPLETE Washington teacher certification application.

Signature

Date

PLEASE NOTE:

FINGERPRINT CARD RESULTS WILL NOT BE RETURNED TO YOU FOR INCLUSION IN YOUR APPLICATION PACKET.

Fingerprint cards were submitted on ____/____/____ (date) to the Washington State Patrol Identification Section. If you completed the fingerprint process for a Washington school district/educational service district/employer, please indicate the name of the employer:

SEND YOUR COMPLETE APPLICATION PACKET AND FEE TO ONE OF THE EDUCATIONAL SERVICE DISTRICTS (ESDs) LISTED BELOW:

DO NOT send your application or fees to the Office of Superintendent of Public Instruction. OSPI is not authorized to collect certification fees.

ESD 101	1025 W. Indiana	Spokane, WA 99205-4562	(509) 456-6320
ESD 105	33 South 2nd Ave.	Yakima, WA 98902	(509) 575-2885
ESD 112	2500 N.E. 65th Ave.	Vancouver, WA 98661-6812	(360) 750-7500
ESD 113	601 McPhee Road S.W.	Olympia, WA 98502-5080	(360) 664-0944
Olympic ESD 114	105 National Ave. N.	Bremerton, WA 98312	(360) 478-6868
Puget Sound ESD (121)	400 S.W. 152nd	Burien, WA 98166-2209	(206) 439-3636
ESD 123	124 S. 4th Ave.	Pasco, WA 99301	(509) 547-8441
North Central ESD 171	P.O. Box 1847	Wenatchee, WA 98801-1847	(509) 664-0355
Northwest ESD 189	205 Stewart Road	Mount Vernon, WA 98273-5462	(360) 424-9573



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education and Certification
 OLD CAPITOL BUILDING, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TTY (360) 664-3629
 Web Site: <http://www.k12.wa.us/cert/>
 E-Mail: cert@spwi.wednet.edu

APPLICATION FOR WASHINGTON STATE TEACHER CERTIFICATION

Please complete the following questions and sign the affidavit.

Certificate requested: Residency Residency Renewal Professional Substitute

See attached schedule for appropriate fee amount to submit with your application materials to the local ESD.

1. NAME LAST FIRST MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS	3. DATE OF BIRTH
CITY/STATE/ZIP	4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE: BUSINESS () HOME ()	6. E-MAIL
7. Have you ever held a Washington teacher, administrator, or educational staff associate certificate? If yes, what was your certificate number? <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	7. <input type="checkbox"/> YES <input type="checkbox"/> NO
8. Have you held an educational certificate in another state? If yes, list all such states here. Complete Form SPI/CERT 4020C if you do not hold a currently valid Washington certificate. <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 5px;"></div>	8. <input type="checkbox"/> YES <input type="checkbox"/> NO
9. From what regionally accredited college or university did you receive your bachelor's degree? <div style="border: 1px solid black; width: 100%; margin-top: 5px;"></div>	Date
10. From what college/university did you complete your approved teacher preparation program (if different from No. 8 above)? <div style="border: 1px solid black; width: 100%; margin-top: 5px;"></div>	Date
11. If you are applying for the professional certificate, a course or course work (minimum 1 quarter hour or 10 clock hours) relating to issues of abuse is required. Indicate class title, date, and where (college, university, SD, etc.), requirement was completed.	
CLASS TITLE	DATE
WHERE COMPLETED	

DO NOT WRITE IN THIS SPACE BELOW

For Professional Education and Certification Use Only

Type of Cert. Issued	Endorsement	Mailed:
Approved by	Date	State
Materials Sent:	Issued:	
		Codes:

For Washington School District Use Only

School District Name	Telephone
Signature of Employing Superintendent/Personnel Director	Date

A "RUSH" request can be accepted only for regular contracted employment.

SECTION IV - FITNESS

- Yes No 7. If you use chemical substance(s), does this use in any way impair or limit your ability to serve in a certificated role with reasonable skill and safety?
- N/A If you disclosed a "yes" answer to questions 6 or 7 above, are the limitations or impairments caused by your medical condition(s) or substance abuse reduced or ameliorated because you receive ongoing treatment (with or without medications) or participate in a monitoring program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.
8. Do you currently use illegal drugs?
9. Have you used illegal drugs in the last year?
- N/A If you disclosed a "yes" answer to question 9 above, have you successfully completed or are you participating in a supervised rehabilitation program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.

If you answer "yes" to questions 10 or 11, attach copies of any court orders entered in the proceeding.

- Yes No 10. Have you ever been found in any dependency or domestic relation matter to have sexually assaulted or exploited any minor?
11. Have you ever been found in any dependency or domestic relation matter to have physically abused any person?

SECTION V - CHARACTER REFERENCES

List three individuals, not related to you, who will serve as character references.

NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP

AFFIDAVIT

I, _____ certify (or declare) under the penalty of perjury under the laws of the state of Washington that the foregoing and all information included in the application is true and correct.

If the information provided or answer(s) to any question on the application or character and fitness supplement changes prior to my being granted certification, I must immediately notify the Office of Professional Practices.

I understand I must answer this application truthfully and completely. Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.

SIGNATURE

DATE

CITY/STATE



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education and Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TTY (360) 664-3629 FAX (360) 586-0145
 Web Site: <http://www.k12.wa.us/cert/>
 E-Mail: cert@ospi.wednet.edu

VERIFICATION OF GOOD STANDING FOR CERTIFICATES HELD IN OTHER STATES

INCLUDE THIS FORM IN YOUR APPLICATION PACKET. DO NOT SEND THIS FORM TO THE STATE(S)
 IN WHICH YOU HAVE BEEN CERTIFIED.

SECTION A Carefully complete information in Section A only, indicating certificate type and number when possible.

TO BE COMPLETED BY APPLICANT

1. NAME LAST FIRST MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS	3. DATE OF BIRTH
CITY/STATE/ZIP	4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE BUSINESS () HOME ()	6. E-MAIL

STATE	TYPE OF CERTIFICATION	CERTIFICATE NUMBER

I, _____ certify (or declare) under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct. I hereby allow the above-mentioned state(s) to release the information concerning my certificate to the Office of Superintendent of Public Instruction.

_____/_____
 Signature Date

WASHINGTON CERTIFICATION OFFICE WILL PROCESS REMAINDER OF FORM

SECTION B

TO BE COMPLETED BY STATE CERTIFICATION OFFICE

The individual noted above holds or has held certification in your state. Washington Administrative Code requires that we have a statement from you confirming that none of his/her certificates held in your state have been suspended, surrendered, or revoked. DO NOT RETURN QUESTIONNAIRE TO APPLICANT.

- I confirm that the above-named individual has never had a certificate suspended, surrendered, or revoked in this state.
- I confirm that the above-named individual has had a certificate suspended, surrendered, or revoked. I have attached explanatory materials which fully disclose the reasons for such action. (Permission to provide this information is granted in the center portion of this form.)

AGENCY	DATE
ADDRESS	SIGNATURE
	TITLE



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education and Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TTY (360) 664-3629
 Web Site: <http://www.k12.wa.us/cert/>
 E-Mail: cert@ospi.wednet.edu

INSTITUTIONAL VERIFICATION OF PROGRAM COMPLETION AND CHARACTER

Complete Section A of this form. Send it to the education department of the college/university where you completed your teacher preparation and certification program. This form, when returned to you, is to be included with your application packet.

SECTION A

TO BE COMPLETED BY APPLICANT

1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE: BUSINESS ()				6. E-MAIL
				HOME ()

SECTION B

TO BE COMPLETED BY COLLEGE/UNIVERSITY

The above named is an applicant for teacher certification in Washington State. Complete information in Section B. To be valid, this form must be signed by the dean of the college or school of education, the certification officer, the chair of the education department, or the dean's designee at the institution where the applicant completed his/her teacher preparation and certification program. A stamped signature must be initialed by the person using the stamp. RETURN THIS FORM TO THE APPLICANT.

- A. Has this applicant completed your state approved teacher education program? A. YES NO
 Date of program completion. _____
 If no, what were the deficiencies? _____
- B. Was he/she eligible for certification in your state at the completion of the teacher preparation program? B. YES NO
 If no, what were the deficiencies? _____

For C & D, please note: In order to qualify for an endorsement area, the applicant must have completed an approved program in that area. Each endorsement program must include coursework in methodology for that content area and completion of a field experience/internship that includes instruction in that content area.

C. Area in which applicant is recommended for certification. Please indicate area, grade level(s), number of credit hours earned in that area, and type of hours [Qtr/Sem].

AREA	GRADE LEVEL(S)	CREDIT HRS.	QTR/SEM

D. Other approved content area/endorsement programs that applicant has completed:

AREA	GRADE LEVEL(S)	CREDIT HRS.	QTR/SEM

E. Do you have knowledge that the applicant has been arrested, charged, or convicted of any crime or has a history of any serious behavioral problems?

YES NO List any reason you know of why this applicant should not be certified in Washington. _____

NAME OF COLLEGE/UNIVERSITY	DATE	By signing this form I attest that the above information is true and accurate to the best of my knowledge.
ADDRESS		
CITY/STATE/ZIP		
TELEPHONE ()	E-MAIL	
NAME (PRINTED) AND TITLE (Chairperson of Education Department/Certification Officer)		SIGNATURE



CONDITIONAL CERTIFICATE

WAC 180-79A-231(1)

Sample

The conditional certificate is issued under specific circumstances for a period of two years or less. An educational service district (ESD), school district, or private school must request the conditional certificate. An individual cannot apply for a conditional certificate without a request from a school district or private school.

The purpose of the conditional certificate is to assist local school districts, approved private schools, and ESDs in meeting the state's educational goals by giving them flexibility in hiring decisions based on shortages or the opportunity to secure the services of unusually talented individuals. The State Board of Education encourages in all cases the hiring of fully certificated individuals and understands that districts will employ individuals with conditional certificates only after careful review of all other options. The State Board of Education asks districts when reviewing such individuals for employment to consider, in particular, previous experience the individual has had working with children.

Conditional certificates are issued if one of the following conditions is verified:

- The applicant is highly qualified and experienced in the subject matter to be taught and has unusual distinction or exceptional talent demonstrated through public records of accomplishments and/or awards.
- No person with regular teacher certification in the endorsement area is available as verified by the district or educational service district superintendent or approved private school administrator, or circumstances warrant consideration of issuance of a conditional certificate.

In addition, conditional certificates are issued to persons in the following categories only if no person with regular certification is available:

- Persons who qualify to instruct in the traffic safety program as paraeducators pursuant to WAC 392-153-020(2)(3).
- Persons who are assigned instructional responsibility for intramural/interscholastic activities which are part of the district-approved program.
- Persons who possess a state of Washington license as a registered nurse.
- Persons who have completed a baccalaureate degree-level school speech pathologist or audiologist certification preparation program, who were eligible for certification at the time of program completion, and who have served in the role for three of the last seven years.

The ESD or local district superintendent or approved private school administrator will verify that the following criteria have been met when requesting the conditional certificate:

- The applicant meets one of the above conditions for application.
- The individual is being certificated for a limited assignment and responsibility in a specified activity/field.
- The district or ESD superintendent will indicate the basis on which he/she has determined that the individual is competent for the assignment.

CONDITIONAL CERTIFICATE CHECK LIST

The fee payment of \$10 should be sent to an educational service district office (listed below) along with the following materials:

- | | | |
|--------------------------|----------------------|---|
| <input type="checkbox"/> | FORM SPI/CERT 4025A | APPLICATION FOR WASHINGTON STATE CONDITIONAL CERTIFICATE
(attach check for certification fee to this form) |
| <input type="checkbox"/> | FORM SPI/CERT 4020B | CHARACTER AND FITNESS SUPPLEMENT |
| <input type="checkbox"/> | FORM SPI/CERT 4020C | VERIFICATION OF GOOD STANDING FOR CERTIFICATES HELD IN
OTHER STATES |
| <input type="checkbox"/> | FORM SPI/CERT 4025E | DISTRICT REQUEST FOR CONDITIONAL CERTIFICATE |
| <input type="checkbox"/> | OFFICIAL TRANSCRIPTS | IF YOUR ASSIGNMENT WILL BE ACADEMIC, INCLUDE ALL COLLEGE AND UNIVERSITY
OFFICIAL TRANSCRIPTS |
| <input type="checkbox"/> | LICENSE | VERIFICATION OF VALID WASHINGTON LICENSE (School nurses only: use
FORM SPI/CERT 4098 NUR) |

Fingerprint cards were submitted on ____/____/____ (date) to the Washington State Patrol Identification and Criminal History Section.

Only COMPLETE applications will be accepted by the educational service district (ESD) for processing by the Superintendent of Public Instruction. Applications with pages, transcripts, or other relevant information missing will be returned to the applicant.

SEND YOUR COMPLETE APPLICATION PACKET AND FEE TO ONE OF THE EDUCATIONAL SERVICE DISTRICTS (ESDs) LISTED BELOW:

DO NOT send your application or fees to the Office of Superintendent of Public Instruction. OSPI is not authorized to collect certification fees.

ESD 101	1025 W. Indiana Ave.	Spokane, WA 99205-4562	(509) 456-6320
ESD 105	33 South 2nd Ave.	Yakima, WA 98902	(509) 575-2885
ESD 112	2500 N.E. 65th Ave.	Vancouver, WA 98661-6812	(360) 750-7500
ESD 113	601 McPhee Road S.W.	Olympia, WA 98502-5080	(360) 664-0944
Olympic ESD 114	105 National Ave. N.	Bremerton, WA 98312	(360) 478-6868
Puget Sound ESD (121)	400 S.W. 152nd	Burien, WA 98166-2209	(206) 439-3636
ESD 123	124 S. 4th Ave.	Pasco, WA 99301	(509) 547-8441
North Central ESD 171	P.O. Box 1847	Wenatchee, WA 98801-1847	(509) 664-0355
Northwest ESD 189	205 Stewart Road	Mount Vernon, WA 98273-5462	(360) 424-9573

4025 Inst (Rev. 3/99)



DR. TERRY BERGESON • OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education And Certification
 OLD CAPITOL BUILDING, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TDD (360) 684-3629
 Web Site: <http://inform.ospi.wednet.edu/cert/welcome.html>
 E-Mail: cert@ospi.wednet.edu

APPLICATION FOR WASHINGTON STATE CONDITIONAL CERTIFICATE

Please complete the following questions and sign the affidavit.

1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE:				
BUSINESS ()		HOME ()		

6. Have you ever held a Washington teacher, administrator, or educational staff associate certificate? If yes, what was your certificate number?

6. YES NO

7. Have you held an educational certificate in another state? If yes, list all such states here and complete Form SPI/CERT 4020C.

7. YES NO

8. Complete the following information on your noneducational employment history for the past ten years.

Employer or District	Dates of Employment	Name and Address of Immediate Supervisor
Position	Telephone No.	
Employer or District	Dates of Employment	Name and Address of Immediate Supervisor
Position	Telephone No.	

ATTACH ADDITIONAL SHEETS IF NECESSARY

For use by Professional Education and Certification only				
Type of Cert. Issued			Endorsement	Mailed:
Approved by	Date	State		Issued:
Materials Sent:				Codes:
For Washington school district use only			A "RUSH" request can be accepted only for regular contracted employment.	
School District Name			Telephone	
Signature of Employing Superintendent/Personnel Director			Date	



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Certification
 Office of Professional Practices
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 OPP (360) 586-7890 TDD (360) 664-3629
 Web Site: <http://www.ospi.wednet.edu>
 E-Mail: cert@ospi.wednet.edu

CHARACTER AND FITNESS SUPPLEMENT

Please complete the following questions and sign the affidavit. Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.

ALL REQUIRED DOCUMENTATION REQUESTED BELOW MUST ACCOMPANY THIS FORM. ALL QUESTIONS MUST BE ANSWERED. IF ADDITIONAL SPACE IS NEEDED, ATTACH ON A SEPARATE SHEET OF PAPER.

SECTION I - PERSONAL INFORMATION (please print or type)

1. NAME LAST FIRST MIDDLE	2. MAIDEN NAME
3. ADDRESS CITY/STATE/ZIP	4. DATE OF BIRTH
6. TELEPHONE BUSINESS: () HOME: ()	5. SOCIAL SECURITY NO. (OPTIONAL) -- --
7. Please list all former names you have used and approximate dates of use. (If more than three, list on separate sheet of paper.)	
_____ Date	
_____ Date	
_____ Date	

SECTION II - PROFESSIONAL FITNESS

- | | | |
|--------------------------|--------------------------|--|
| Yes | No | |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Have you ever held or do you currently hold a Washington education certificate? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Have you ever held or do you currently hold any education certificate, credential or license authorizing service in the public/private schools in another state, province, territory, or country? If "yes," list the states, provinces, territories, and/or countries: |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Are you currently or have you ever been the subject of any certificate or licensing investigation or inquiry by any certification or licensing agency? If "yes," list the agency, including complete address and telephone number as well as the purpose of the investigation or inquiry: |

If you answer "yes" to questions 4 through 11 (Section II), on a separate sheet of paper, give a complete explanation, including duties, circumstances, and supporting documentation.

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Have you ever had any adverse action taken on any certificate or license? (Adverse action includes letters of warning, reprimands, suspensions, revocations, voluntary surrenders, or voidance.) |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Have you ever been denied, or otherwise rejected for cause, an education certificate, credential, or license? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Have you ever withdrawn an application for any education certificate, credential, or license? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Have you ever practiced in any educational position requiring an education certificate, credential, or license when you did not hold the appropriate valid certificate, credential, or license? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Have you ever been dismissed, discharged, or fired from any employment? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Have you ever resigned from or otherwise left any employment while allegations of misconduct were pending? |

SECTION IV - FITNESS

- Yes No 7. If you use chemical substance(s), does this use in any way impair or limit your ability to serve in a certificated role with reasonable skill and safety?
- N/A If you disclosed a "yes" answer to questions 6 or 7 above, are the limitations or impairments caused by your medical condition(s) or substance abuse reduced or ameliorated because you receive ongoing treatment (with or without medications) or participate in a monitoring program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.
8. Do you currently use illegal drugs?
9. Have you used illegal drugs in the last year?
- N/A If you disclosed a "yes" answer to question 9 above, have you successfully completed or are you participating in a supervised rehabilitation program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.

If you answer "yes" to questions 10 or 11, attach copies of any court orders entered in the proceeding.

- Yes No 10. Have you ever been found in any dependency or domestic relation matter to have sexually assaulted or exploited any minor?
11. Have you ever been found in any dependency or domestic relation matter to have physically abused any person?

SECTION V - CHARACTER REFERENCES

List three individuals, not related to you, who will serve as character references.

NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP

AFFIDAVIT

I, _____ certify (or declare) under the penalty of perjury under the laws of the state of Washington that the foregoing and all information included in the application is true and correct.

If the information provided or answer(s) to any question on the application or character and fitness supplement changes prior to my being granted certification, I must immediately notify the Office of Professional Practices.

I understand I must answer this application truthfully and completely. Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.

SIGNATURE

DATE

CITY/STATE



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TDD (360) 664-3629 FAX (360) 586-0145
 Web Site: <http://inform.ospi.wednet.edu/cert/welcome.html>
 E-Mail: cert@ospi.wednet.edu

VERIFICATION OF GOOD STANDING FOR CERTIFICATES HELD IN OTHER STATES

INCLUDE THIS FORM IN YOUR APPLICATION PACKET. DO NOT SEND THIS FORM TO THE STATE(S) IN WHICH YOU HAVE BEEN CERTIFIED.

SECTION A Carefully complete information in Section A only, indicating certificate type and number when possible.

TO BE COMPLETED BY APPLICANT				
1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NO. (OPTIONAL) - - -
5. TELEPHONE BUSINESS ()		HOME ()		
STATE	TYPE OF CERTIFICATION			CERTIFICATE NUMBER

I, _____ certify (or declare) under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct. I hereby allow the above-mentioned state(s) to release the information concerning my certificate to the Office of Superintendent of Public Instruction.

_____/_____
Signature Date

CERTIFICATION OFFICE TO PROCESS REMAINDER OF FORM

SECTION B

TO BE COMPLETED BY STATE CERTIFICATION OFFICE	
<p>The individual noted above holds or has held certification in your state. The Washington Administrative Code requires that we have a statement from you confirming that none of his/her certificates held in your state have been suspended, surrendered, or revoked. DO NOT RETURN QUESTIONNAIRE TO APPLICANT.</p> <p><input type="checkbox"/> I confirm that the above-named individual has never had a certificate suspended, surrendered, or revoked in this state.</p> <p><input type="checkbox"/> I confirm that the above-named individual has had a certificate suspended, surrendered, or revoked. I have attached explanatory materials which fully disclose the reasons for such action. (Permission to provide this information is granted in the center portion of this form.)</p>	
AGENCY	DATE
ADDRESS	SIGNATURE
	TITLE



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education and Certification
 OLD CAPITOL BUILDING, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773, TDD (360) 664-3629
 Web Site: <http://inform.ospi.wednet.edu/cert/welcome.html>
 E-Mail: cert@ospi.wednet.edu

DISTRICT REQUEST FOR CONDITIONAL CERTIFICATE

INFORMATION TO BE GIVEN BY DISTRICT SUPERINTENDENT OR PERSONNEL DIRECTOR ONLY

APPLICANT NAME	SPECIFIC ASSIGNMENT IN WHICH THE APPLICANT WILL BE SERVING
DISTRICT	THE ASSIGNMENT WILL BEGIN TERMINATE
ADDRESS	TELEPHONE NUMBER ()
CITY/STATE/ZIP	

Is this a renewal of the conditional certificate? YES NO

If yes, has the applicant completed 60 clock hours since the issuance of the most recent certificate? YES NO

I confirm that the following is true:

- The applicant meets the following condition(s) for application (check any that apply):
 - The applicant is highly qualified and experienced in the subject matter to be taught and has unusual distinction or exceptional talent demonstrated through public records of accomplishments and/or awards.
 - No person with regular teacher certification in the endorsement area is available as verified by the district or educational service district superintendent or approved private school administrator, or circumstances warrant consideration of issuance of a conditional certificate.
 - Applicant is qualified to instruct in the traffic safety program as a paraeducator pursuant to WAC 392-153-020(2)(3).
 - Applicant is assigned instructional responsibility for intramural/interscholastic activities which are part of the district approved program.
 - Applicant possesses a state of Washington license as a registered nurse.
 - Applicant has completed a baccalaureate degree-level school speech pathologist or audiologist certification preparation program, was eligible for certification at the time of program completion, and has served in the role for three of the last seven years.
- The district has determined the applicant is competent on the following basis (attach additional sheet if necessary):
- The individual is being certificated for a limited assignment and responsibility in a specified activity/field.
- The local school board has authorized submission of the application. (Required only for academic assignment.)

For individuals serving in academic assignments, the following criteria will be met:

- The individual will receive the direct assistance of a school district mentor.
- The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities and will not be serving in a paraeducator role which would not require certification.
- Within the first 60 working days, personnel so certificated will complete 60 clock hours (six quarter hours or four semester hours) of course work in pedagogy and child/adolescent development appropriate to the assigned grade level(s) as approved by the employing school district.
- Personnel so certificated will be oriented and prepared for the specific assignment and will be apprised of any legal liability, the responsibilities of a professional educator, the lines of authority, and the duration of the assignment. A written plan of assistance will be developed in cooperation with the person to be employed within 20 working days from the commencement of the assignment. This condition is also required for school nurses serving under the conditional certificate.

SIGNATURE OF SUPERINTENDENT/PERSONNEL DIRECTOR	PRINTED NAME AND TITLE	DATE
--	------------------------	------



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Certification
Old Capitol Building, PO BOX 47200
OLYMPIA WA 98504-7200
(360) 753-6773 TDD (360) 664-3629
Web Site: <http://inform.ospi.wednet.edu/cert/welcome.html>
E-Mail: cert@ospi.wednet.edu

VERIFICATION OF VALID WASHINGTON LICENSE

If you are applying for a school nurse certificate, you must send this form to:

Department of Health
Washington State Board of Nursing
PO BOX 47864
OLYMPIA WA 98504-7864

The form will be returned to you. You must then submit the form, with the original signature, with your application packet for school nurse certification.

TO BE COMPLETED BY APPLICANT

1. NAME LAST FIRST MIDDLE	3. DATE OF BIRTH	
2. ADDRESS	4. SOCIAL SECURITY NO. (OPTIONAL)	
CITY/STATE/ZIP		
TYPE OF LICENSE HELD	LICENSE NUMBER	EXPIRATION DATE

TO BE COMPLETED BY WASHINGTON STATE BOARD OF NURSING

Are there restrictions or actions against this license? Yes No

The above information is verified to be true and correct as of the date of verification indicated below:

NAME	
TITLE	
SIGNATURE	DATE

RETURN THIS FORM TO APPLICANT



EMERGENCY SUBSTITUTE CERTIFICATE WAC 180-79A-231(2)(c)

Sample

The emergency substitute certificate is issued under special circumstances for a limited period of service to an individual who does not meet requirements for a regular certificate. A school district, educational service district (ESD), or approved private school must request the emergency substitute certificate. An individual cannot apply for an emergency substitute certificate without a formal request by a school district, educational service district, or approved private school.

WAC 180-79A-231(2) Substitute Certificate

"(c) PROVIDED, That if the district or approved private school has exhausted or reasonably anticipates it will exhaust its list of qualified substitutes who are willing to serve as substitutes, the superintendent of public instruction may issue emergency substitute certificates to persons not fully qualified under this subsection for use in a particular school district or approved private school once the list of otherwise qualified substitutes has been exhausted. Such emergency substitute certificates shall be valid for three years or less, as evidenced by the expiration date which is printed on the certificate."

INSTRUCTIONS TO THE APPLICANT:

The application packet and the fee payment must be sent to an educational service district office. Official transcripts of all college study must also be submitted.

Only COMPLETE applications will be accepted by the educational service district (ESD) for processing by the Office of Superintendent of Public Instruction. Applications with pages/transcripts or other relevant information missing will be returned to the applicant.

It is your responsibility to collect the items needed for evaluation for certification and submit them in one envelope to the ESD office. Do not request that any of the items be sent directly to this office.

All certification fees are nonrefundable.

Washington State law now requires that any applicant who does not hold a valid Washington certificate at the time of application must be fingerprinted for a state and national background check. Since this process could delay the application process by eight to ten weeks, we would urge you to initiate this process as soon as possible.

The background check requires two fingerprint cards (of the applicant) to be submitted to the Washington State Patrol Identification and Criminal History Section (WSP Identification Section). The WSP Identification Section will collect appropriate fees for both the state and FBI check and will forward one set of fingerprints to the Federal Bureau of Investigation (FBI). This is a two-part function; the WSP check will take approximately 14 days and clearance from the FBI will take about eight weeks.

ENCLOSED WITH THE APPLICATION PACKET IS INFORMATION REGARDING THE FINGERPRINT REQUIREMENT. IF YOU HAVE NOT RECEIVED THAT INFORMATION, PLEASE CONTACT AN EDUCATIONAL SERVICE DISTRICT OFFICE (LIST INCLUDED IN APPLICATION PACKET) OR THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE INFORMATION.

FEE PAYMENT SCHEDULE

All Fees Are Nonrefundable

If more than one application packet is being submitted, only one fee payment schedule needs to be completed.

	APPLICATIONS SUBMITTED	CERTIFICATION FEE	AMOUNT
TEACHERS	Initial Teaching Certificate	\$ 20	_____
	Renewal of Initial Teaching Certificate	\$ 15	_____
	Substitute Teaching Certificate	\$ 15	_____
	Continuing Teaching Certificate	\$ 70	_____
	Emergency Substitute Certificate	\$ 15	_____
	Each Additional Endorsement Application* (if not a major area of preparation)	\$ 15	_____
	* Separate application is required for each additional endorsement requested		
EDUCATIONAL STAFF ASSOCIATES	Initial ESA Certificate (psychologist, counselor, etc.) (per role)	\$ 35	_____
	Conversion to Seven-Year ESA Certificate (per role) (from previous standards)	\$ 35	_____
	Continuing ESA Certificate (per role)	\$ 70	_____
ADMINISTRATIVE	Initial Administrator Certificate (per role)	\$ 35	_____
	Conversion to Seven-Year Administrator Certificate (per role) (from previous standards)	\$ 35	_____
	Continuing Administrator Certificate (per role)	\$ 70	_____
REINSTATEMENT SUBSTITUTE	Reinst. of Lapsed Continuing Certificate (per role)	\$ 15	_____
	Substitute Certificate (per role)	\$ 15	_____
ESD PROCESSING FEE	ESD processing fee includes a review of the collected materials, a preliminary evaluation of the application(s), and the issuing of temporary permits, when appropriate.		\$ 20
			Subtotal \$ _____
VOCATIONAL	Vocational Certificate (requires a separate application)	\$ 1	_____
			Subtotal \$ _____
OTHER FEES <i>These types of certification do not carry a \$20 processing fee.</i>	Separate applications are required for the following:		
	Replacement Certificate Request (per certificate)	\$ 15	_____
	Name Change on Certificate (per certificate)	\$ 15	_____
	Emergency Certificate	\$ 5	_____
	Conditional Certificate	\$ 10	_____
	Institutional Application Materials (appropriate fee is listed on application)		_____
	Additional fee requested by OSPI		_____
		Subtotal \$ _____	

Make check payable to the ESD in your area (see reverse for addresses).

TOTAL SUBMITTED \$ _____



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Education and Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TDD (360) 664-3629
 Web Site: <http://inform.ospi.wednet.edu/cert/welcome.html>
 E-Mail: cert@ospi.wednet.edu

APPLICATION FOR WASHINGTON STATE EMERGENCY SUBSTITUTE CERTIFICATE

Certificate is valid for three years or less.

Please complete the following questions and sign the affidavit.

1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NO. (OPTIONAL)
5. TELEPHONE:				- -
BUSINESS ()		HOME ()		

6. Have you ever held a Washington teacher, administrator, or educational staff associate certificate?
 If yes, what was your certificate number?

6. YES NO

7. Have you held an educational certificate in another state? If yes, list all such states here and complete Form SPI/CERT 4020C.

7. YES NO

8. List the name of every community college and undergraduate and graduate institution you have attended in the space below and provide the additional information requested.

Institution	Location City/State	Dates Attended		Degrees Granted	Post BA Credits Earned	
		From	To		Semester	Quarter

Attach separate page for additional education, if necessary.

For use by Professional Education and Certification only

Type of Cert. Issued			Endorsement		Mailed:
Approved by	Date	State			Issued:
Materials Sent:					Codes:



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Certification
 Office of Professional Practices
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 OPP (360) 586-7890 TDD (360) 664-3629
 Web Site: <http://www.ospi.wednet.edu>
 E-Mail: cert@ospi.wednet.edu

CHARACTER AND FITNESS SUPPLEMENT

Please complete the following questions and sign the affidavit. **Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.**

ALL REQUIRED DOCUMENTATION REQUESTED BELOW MUST ACCOMPANY THIS FORM. ALL QUESTIONS MUST BE ANSWERED. IF ADDITIONAL SPACE IS NEEDED, ATTACH ON A SEPARATE SHEET OF PAPER.

SECTION I - PERSONAL INFORMATION (please print or type)

1. NAME LAST FIRST MIDDLE	2. MAIDEN NAME
3. ADDRESS CITY/STATE/ZIP	4. DATE OF BIRTH
6. TELEPHONE BUSINESS: () HOME: ()	5. SOCIAL SECURITY NO. (OPTIONAL) _ _ _ - _ _
7. Please list all former names you have used and approximate dates of use. (If more than three, list on separate sheet of paper.)	
_____ Date _____	
_____ Date _____	
_____ Date _____	

SECTION II - PROFESSIONAL FITNESS

- | | | |
|--------------------------|--------------------------|--|
| Yes | No | |
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Have you ever held or do you currently hold a Washington education certificate? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Have you ever held or do you currently hold any education certificate, credential or license authorizing service in the public/private schools in another state, province, territory, or country? If "yes," list the states, provinces, territories, and/or countries: |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Are you currently or have you ever been the subject of any certificate or licensing investigation or inquiry by any certification or licensing agency? If "yes," list the agency, including complete address and telephone number as well as the purpose of the investigation or inquiry: |

If you answer "yes" to questions 4 through 11 (Section II), on a separate sheet of paper, give a complete explanation, including duties, circumstances, and supporting documentation.

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Have you ever had any adverse action taken on any certificate or license? (Adverse action includes letters of warning, reprimands, suspensions, revocations, voluntary surrenders, or avoidance.) |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Have you ever been denied, or otherwise rejected for cause, an education certificate, credential, or license? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Have you ever withdrawn an application for any education certificate, credential, or license? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Have you ever practiced in any educational position requiring an education certificate, credential, or license when you did not hold the appropriate valid certificate, credential, or license? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Have you ever been dismissed, discharged, or fired from any employment? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Have you ever resigned from or otherwise left any employment while allegations of misconduct were pending? |

SECTION IV - FITNESS

- Yes No 7. If you use chemical substance(s), does this use in any way impair or limit your ability to serve in a certificated role with reasonable skill and safety?
- N/A If you disclosed a "yes" answer to questions 6 or 7 above, are the limitations or impairments caused by your medical condition(s) or substance abuse reduced or ameliorated because you receive ongoing treatment (with or without medications) or participate in a monitoring program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.
8. Do you currently use illegal drugs?
9. Have you used illegal drugs in the last year?
- N/A If you disclosed a "yes" answer to question 9 above, have you successfully completed or are you participating in a supervised rehabilitation program? Please explain on a separate sheet of paper and provide the name, address, and telephone number of the program.

If you answer "yes" to questions 10 or 11, attach copies of any court orders entered in the proceeding.

- Yes No 10. Have you ever been found in any dependency or domestic relation matter to have sexually assaulted or exploited any minor?
11. Have you ever been found in any dependency or domestic relation matter to have physically abused any person?

SECTION V - CHARACTER REFERENCES

List three individuals, not related to you, who will serve as character references.

NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP
NAME	TELEPHONE NUMBER ()
MAILING ADDRESS	CITY/STATE/ZIP

AFFIDAVIT

I, _____ certify (or declare) under the penalty of perjury under the laws of the state of Washington that the foregoing and all information included in the application is true and correct.

If the information provided or answer(s) to any question on the application or character and fitness supplement changes prior to my being granted certification, I must immediately notify the Office of Professional Practices.

I understand I must answer this application truthfully and completely. Any falsification or deliberate misrepresentation, including omission of a material fact, in completion of this application can be grounds for denial of certification, or in the case of a certificate holder, reprimand, suspension, or revocation of the educational certificate, credential, or license.

SIGNATURE

DATE

CITY/STATE



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 Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 98504-7200
 (360) 753-6773 TDD (360) 664-3629 FAX (360) 586-0145
 Web Site: <http://inform.ospi.wednet.edu/cert/welcome.html>
 E-Mail: cert@ospi.wednet.edu

VERIFICATION OF GOOD STANDING FOR CERTIFICATES HELD IN OTHER STATES

INCLUDE THIS FORM IN YOUR APPLICATION PACKET. DO NOT SEND THIS FORM TO THE STATE(S) IN WHICH YOU HAVE BEEN CERTIFIED.

SECTION A Carefully complete information in Section A only, indicating certificate type and number when possible.

TO BE COMPLETED BY APPLICANT

1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NO. (OPTIONAL) — —
5. TELEPHONE BUSINESS ()		HOME ()		

STATE	TYPE OF CERTIFICATION	CERTIFICATE NUMBER

I, _____ certify (or declare) under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct. I hereby allow the above-mentioned state(s) to release the information concerning my certificate to the Office of Superintendent of Public Instruction.

_____/_____
 Signature / Date

CERTIFICATION OFFICE TO PROCESS REMAINDER OF FORM

SECTION B

TO BE COMPLETED BY STATE CERTIFICATION OFFICE

The individual noted above holds or has held certification in your state. The Washington Administrative Code requires that we have a statement from you confirming that none of his/her certificates held in your state have been suspended, surrendered, or revoked. **DO NOT RETURN QUESTIONNAIRE TO APPLICANT.**

- I confirm that the above-named individual has never had a certificate suspended, surrendered, or revoked in this state.
- I confirm that the above-named individual has had a certificate suspended, surrendered, or revoked. I have attached explanatory materials which fully disclose the reasons for such action. (Permission to provide this information is granted in the center portion of this form.)

AGENCY	DATE
ADDRESS	SIGNATURE
	TITLE



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DISTRICT REQUEST FOR EMERGENCY SUBSTITUTE CERTIFICATE

SECTION A

TO BE COMPLETED BY APPLICANT

1. NAME LAST FIRST MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS	3. DATE OF BIRTH
CITY/STATE/ZIP	4. SOCIAL SECURITY NO. (OPTIONAL) — —
5. TELEPHONE: BUSINESS () HOME ()	

SECTION B

TO BE COMPLETED BY DISTRICT SUPERINTENDENT OR PERSONNEL DIRECTOR ONLY

IMPORTANT

JUSTIFICATION OF NEED FOR EMERGENCY SUBSTITUTE CERTIFICATE

(This section must be completed by the superintendent, personnel director, or private school administrator when requesting an emergency substitute certificate.)

To be signed by the superintendent of schools, personnel director, or private school administrator.

I understand that persons with an emergency substitute certificate may be assigned as a substitute once the list of otherwise qualified substitutes has been exhausted.

I hereby request that _____ be granted certification for service to be performed in the _____.
(applicant's name) (school district/ESD/private school)

NAME OF SCHOOL DISTRICT/ESD/PRIVATE SCHOOL	DATE
ADDRESS	
CITY/STATE/ZIP	
TELEPHONE ()	NAME (PRINTED)
SIGNATURE AND TITLE	

GLENWOOD CHRISTIAN SCHOOLS

MISSION AND PURPOSE: To provide quality, Christ-centered education dedicated to developing discerning students who are spiritually, personally, and academically prepared to impact their world.

To achieve our mission and purpose all employees and volunteers in the classrooms should be Christian role models. See Conditions of Employment through the District office.

POSITION DESCRIPTION: 2290 _____ Date ____ / ____ / ____ Approved by Superintendent _____

POSITION TITLE: Elementary School Lead Secretary

PAYROLE CODE: Non-Exempt, Salaried, Level _____

POSITION PURPOSE: The job of “Elementary School Lead Secretary” is done for the purpose/s of providing clerical support to school site administrative functions; conveying information regarding school and/or District functions and procedures; ensuring compliance with financial, legal and administrative requirements of assigned functions.

DIRECT SUPERVISOR: Elementary Principal

ESSENTIAL POSITION FUNCTIONS:

- **SPIRITUAL LEADERSHIP**
 - Is a follower of Jesus Christ through scriptural teaching and practice
 - Assists with setting the spiritual tone of CCS through serving and service
 - Follows the Matthew 18 principle in working with others

- **STEWARDSHIP OF RESOURCES**
 - Is punctual; resourceful with supplies and processes; clean
 - Assist in office/school climate, décor, organization

- **PUBLIC RELATIONS**
 - Participate in creating a friendly, honoring work environment.
 - Evaluate situations (involving staff, students, parents, public, etc.) taking appropriate action and/or directing to appropriate personnel for resolution.
 - Respond to inquiries of staff, the public, parents and/or students for the purpose of providing information and/or direction as may be required.
 - Oversee visitor on campus policies
 - Ability to make children feel welcome and comfortable. Exhibit love, understanding, and patience for children.
 - Excellent customer service for both internal and external customers demonstrating a “How may I serve you?” approach.

- **CROSS FUNCTIONAL TEAM RESPONSIBILITIES**
 - Monitor assigned activities and/or program components (e.g. attendance, timesheets, etc.) for the purpose of ensuring compliance with financial, legal and/or administrative requirements.
 - Oversee work assignments of others (e.g. volunteers, etc.) for the purpose of providing orientation and meeting operational requirements.
 - Demonstrate an attitude of support to promote school unity
 - Timely and efficient completion of functions regarding inter-district communication.

- **INTERDEPENDENT RELATIONSHIPS**

- Support and promote founding church and pastor relationship
- Support and serve families, churches, community, businesses
- Prepare written materials (e.g. brochures, newsletters, etc.) for the purpose of conveying information regarding school and/or district activities and procedures.
- Assist other personnel as may be required for the purpose of supporting them in the completing of their work activities.

- **OTHER POSITION FUNCTIONS**

- Support principal, other school administrative personnel, and teachers for the purpose of providing assistance with their job functions.
- Administer first aid and medication to students for the purpose of meeting their immediate health care needs.
- Compose documents (e.g. correspondence, agendas, minutes, bulletins, reports, etc) for the purpose of communicating information to school and district personnel, the public, state officials, etc.
- Process documents and materials (e.g. schedules, agendas, mail, etc.) for the purpose of disseminating information to appropriate parties.
- Reconcile cash accounts as assigned for the purpose of maintaining accurate balances and complying with accounting practices.
- Handle funds for the purpose of processing student fees, sale of products, etc.
- Supervise students for the purpose of monitoring students referred for disciplinary actions.
- Attend meeting as assigned for the purpose of conveying and/or gathering information required performing functions.
- Others as assigned

POSITION REQUIREMENTS - QUALIFICATIONS:

- Experience Required: Prior skills/job related experience
- Skills, Knowledge and/or Abilities Required:
 - Skills to operate standard office equipment including basic computer applications (word processing, spreadsheets, newsletter publishing), ability to use English in both written and verbal form, to use correct spelling, grammar and punctuation, and to administer first aid.
 - Knowledge of rules and regulations related to assigned school, basic budgeting, financial and statistical record keeping, standard office equipment.
 - Abilities to sit for prolonged periods, work independently, understand and carry out oral and written instructions, interact with persons of different age groups and cultural backgrounds.
- Perform significant physical abilities, which may include, but are not excluded to: reaching/handling/fingering, talking/hearing conversation, near visual acuity/visual accommodation.
- Minimum Education Required: High School diploma or equivalent.
- Licenses, Certifications, Bonding, and/or Testing Required: Skill testing related to the essential functions of the job, Criminal Justice Fingerprint Clearance, Cardiopulmonary Resuscitation and First Aid Certificates.

HIRING & CONTRACT FORMS - 2020

- 1) **Early Childhood Center Training Record**
Copy included in this section
- 2) **Telephone Reference Check**
Copy included in this section
- 3) **Interview Sheets**
Copy included in this section
- 4) **Candidate Evaluation**
Copy included in this section
- 5) **Personnel Requisition and Profile packet**
Available through District Office
- 6) **Letter of Intent**
Copy included in this section

GLENWOOD CHRISTIAN SCHOOLS

Early Childhood Center Training Record

Glenwood Christian School (GCS) gives opportunities and encourages employees to continue learning about Early Childhood practices in order to keep abreast of new research and knowledge. It is expected that all employees working with children receive at least 20 hours of continuing education during each contract year. These hours can be earned by attending Early Childhood seminars, modular work, in-service workshops, or conferences with prior approval of the instructor. *STARS training hours also satisfy this requirement.* Staff may also choose to write reports about books or professional periodicals, or do other special projects.

Staff who have not received certification in ECE are required to work toward obtaining such while employees, and may be required by state law to participate in STARS training. GCS may pay for some of the designated training costs on a reimbursement basis. (see Center Director for details.)

Workshops/In-Service Training/Seminars—Hours and Dates

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Optional Reading—Hours and Dates

_____	_____
_____	_____

Validation of Completion of Course Work

This verifies that _____ has completed 20 hours of work for the school year _____ at CCS _____ Early Childhood Center.

_____	_____
Staff Signature	Date
_____	_____
Director's Signature	Date
_____	_____
Instructor's Signature	Date

GLENWOOD CHRISTIAN SCHOOLS

Telephone Reference Check

Candidate: _____

Reference: _____

Address: _____

Phone: _____

Position: _____

Hello, my name is _____, administrator of _____ school. The reason I am calling is that _____ has applied for a position and has listed your name as a reference. Do you have a few minutes to talk with me regarding this person's qualifications, character, and abilities?

1. What is your relationship to the candidate and the length of that relationship?
2. How was his or her dependability and attendance?
3. Do you know the reason this candidate wishes to leave (if previously employed?)
4. What are the candidate's strengths? Weaknesses?
5. Please rate the candidate on a scale of 1 to 5 in these areas: (Excellent=1, Poor=5)

	RATING	COMMENTS
Knowledge of subject matter		
Classroom management		
Teamwork, cooperation with colleagues		
Fulfillment of responsibilities		
Rapport with students, staff, parents		
Responsiveness to suggestions or criticism		
Enthusiasm and energy for work		
Ability to meet individual student differences		

6. Where does this person rank in relation to other employees who have worked for you?
 Upper 50 % Lower 50% Median 50% Upper 10%
7. What do you feel is the growth potential for this candidate?
8. Given the opportunity, would you reemploy this person without hesitation? Is there any reason this person should not be considered for this position?
9. (If reference is an employer) Please send a verification of employment on school letterhead (including dates of employment, full- or part-time status, and years of service).
10. May we call you for more details? _____ Person making the call: _____

GLENWOOD CHRISTIAN SCHOOLS

Interview Sheet - Certified

Interview Questions & Guidelines – front / back

Candidate _____
Interviewer _____
Date _____

Suggested Interview Questions

Verbal

- If you could participate in establishing an “ideal” school, what would it be like?
- In reference to the *Statement of Faith*, in our application, choose a statement and elaborate on how you personally identify with it? Why is it important to you?
- Which portions of the Position Descriptions are most interesting to you? Why?
- Describe how and with whom you would exemplify “Christian Role Model” if you were hired for the position?
- Describe how would you go about setting up the reading (or other) program in your classroom.
- Describe the ideal classroom learning environment.
- Describe how you would establish student discipline and classroom management.
- Describe how you would establish and maintain parent communication.
- What do you expect my role as administrator to be?
- Why did you apply to Glenwood Christian Schools? Why would we hire you? (Refer to candidate’s application to specifically direct this question) *over*

Required Written Interview

Please ask the candidate to record, in writing on a separate sheet, an answer to a question during the interview process. Here is a suggested question: "As I read some of the statements from the Mission and Purpose of Glenwood Christian Schools, please be prepared to put into writing, which one or two words or phrases are meaningful to you at this time and briefly state why. A short, non-comprehensive paragraph is fine."

Notes

Candidate Evaluation Form

Attached form may be completed and sent to the District Office for future reference.

Guidelines

- 1) Keep all questions job related.
- 2) Avoid direct questions regarding: Residence, *Age, Birthplace, Citizenship, Photo, Military Service, Convictions/Arrests, *Disability, Marital and Family Status, National Origin/Ancestry, Relatives, Personal Finance/Credit Rating, *Organizations/Activities

*Note the difference between these sample illegal and acceptable interview question for Disability, Age, Organizations/Activities

*Disability

Illegal: Do you have physical disabilities or handicaps?

Acceptable: Do you have the ability to perform the job applied for with or without reasonable accommodations? Describe how you would perform the job?

*Age

Illegal: How old are you?

Acceptable: If hired can you show proof of your age?

*Organizations/Activities

Illegal: List all organizations, clubs, societies etc. to which you belong

Acceptable: Please list job-related organizations to which you belong.

CASCADE CHRISTIAN SCHOOLS

Interview Sheet - Classified

Interview Questions & Guidelines – front / back

Candidate _____
Interviewer _____
Date _____

Suggested Interview Questions Verbal

- In reference to the *Statement of Faith*, in our application, choose a statement and elaborate on how you personally identify with it? Why is it important to you?
- Which portions of the Position Description is most interesting to you? What talents, experience or skills could you offer to our “team?”
- Describe how and with whom you would exemplify “Christian Role Model” if you were hired for the position?
- Describe how would you go about setting up the _____ (refer to a portion of their job responsibilities).
- Describe how your position impacts the Mission and Purpose of Glenwood Christian schools.
- Describe how you would handle _____ (open-ended situational problem solving statement).
- What do you expect my role as administrator to be?
- Why did you apply to Glenwood Christian Schools? Why would we hire you? (Refer to candidate’s application to specifically direct this question) *over*

Required Written Interview

Please ask the candidate to record, in writing on a separate sheet, an answer to a question during the interview process. Here is a suggested question: "As I read some of the statements from the Mission and Purpose of Glenwood Christian Schools, please be prepared to put into writing, which one or two words or phrases are meaningful to you at this time and briefly state why. A short, non-comprehensive paragraph is fine."

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Guidelines

- 1) Keep all questions job related.
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*Disability

Illegal: Do you have physical disabilities or handicaps?

Acceptable: Do you have the ability to perform the job applied for with or without reasonable accommodations? Describe how you would perform the job?

*Age

Illegal: How old are you?

Acceptable: If hired can you show proof of your age?

*Organizations/Activities

Illegal: List all organizations, clubs, societies etc. to which you belong

Acceptable: Please list job-related organizations to which you belong.

GLENWOOD CHRISTIAN SCHOOLS

Candidate Evaluation Form

Name of candidate: _____ Position: _____

APTITUDE FOR TEACHING	Superior	Above Average	Average	Below Average
Knowledge of subject field or grade level				
Knowledge of teaching methods				
Enthusiasm for teaching				
Quality of judgment				
Concern for individual differences				
Concern for individual differences				
Skill to motivate students				
Biblical World View Integration				
PERSONAL QUALITIES				
Self-confidence				
Motivation				
Academic preparation				
Experience				
Attitude				
Communication skills				
Leadership potential				
Creativity				
Eye contact				
Voice quality				
Appearance				
OVERALL TEACHING POTENTIAL				

Would you hire this person for your school? Yes No

Comments:

CASCADE CHRISTIAN SCHOOLS

Letter of Intent

Dear _____,

In order to plan for our next year's faculty needs, we do want a firm indication of each teacher's intent to return or not return to a teaching position at Cascade Christian Schools.

I would appreciate your careful and prayerful consideration of this question and a prompt return of this form.

Please check the appropriate items:

_____ I intend to return to the faculty if offered a contract.

_____ I do not plan to return to the faculty next year.

_____ My plans are indefinite at this time.

Please check the applicable statement below:

_____ I am willing to consider a grade level change in teaching assignment.
My grade/age preference is _____.

_____ I would like to remain teaching _____ grade.

_____ I would like to be considered for a teaching position at one of the other
campuses. Campus _____ grade _____.

Please place this form in an envelope and return it to my box by _____.

Should you wish to write additional comments, please feel free to do so on the reverse side of this form.

Thank you for your cooperation in this matter. I trust that you may clearly know the Lord's will. Should your plans be indefinite at this time, you will need to arrange an appointment with me to set the parameters of our decision making.

Sincerely,

Principal

Teacher

Date

ORIENTATION & TRAINING FORMS - 2040

- 1) **K-12 Teacher Orientation Checklist**
Copy included in this section

- 2) **Early Childhood Orientation Checklist**
Copy included in this section

GLENWOOD CHRISTIAN SCHOOLS

K-12 Certificated Teacher Orientation Checklist

Completed on: _____

Presented by: _____

As each section is completed, both the new teacher and the presenter (administrator or mentor) should date and initial the section.

Building Orientation

- Tour the building
- Attendance procedure for students
- Attendance procedure for teachers (sick days, leaves, substitutes)
- Substitute procedures (lesson plans, class rolls, etc.)
- Emergency drills and procedures
- Lunchroom procedures
- Playground rules
- Confidential records
- Referral procedures/forms
- Support staff
- Student fees and collection
- Building use after hours and on weekends
- Requisitioning supplies/petty cash
- Media Services/media coordinator
- Repair procedures (building and grounds, work orders)
- Other: _____

Date Completed: _____ Initials: _____

School Policies and Procedures

- Review of faculty/staff handbook
- Review of school handbook

Date Completed: _____ Initials: _____

Scheduling

- Lesson plans/plan book
 1. Long-range planning
 2. Weekly planning
 3. Time-allotment sheet for subjects (elementary)
 4. Integration of Biblical World View

- Daily schedules
- Departmentalization and teaming
- Flexibility in scheduling special services (band, reading resource, physical education, computer labs, art and music, library classes)
- Other: _____

Date Completed: _____ Initials: _____

Student Characteristics

- Expectations for students
- Learning styles
- Referral procedure (for health, learning disabilities, gifted, counselors)
- Peer interactions
- Other: _____

Date Completed: _____ Initials: _____

Evaluation

- Student Evaluation
 1. Grading and the gradebook
 2. Recordkeeping
 3. Testing
 4. Administration of standardized and diagnostic tests
- Teacher Evaluation
 1. Initial status
 2. Formal evaluation procedures (see master contract or handbook)
- Other: _____

Date Completed: _____ Initials: _____

Special Programs Offered

- Vocal Music
- Instrumental Music
- Art
- Physical Education
- Student Leadership Programs: ASB, Student Leadership, Activities
- Athletics
- Intramural
- Computers
- Other: _____

Date Completed: _____ Initials: _____

GENERAL PERSONNEL STANDARDS FORMS - 2050

- 1) **Emergency Preparedness Employee Information**
Copy included in this section
- 2) **HEP B and HIV Record Sheet**
Copy included in this section
- 3) **Abuse Reporting**
Copy included in this section

GLENWOOD CHRISTIAN SCHOOLS

Emergency Preparedness Employee Information

Name: _____
Home Phone: () _____
Address: _____
E-mail: _____

Medical Information

Allergies, medication, health concerns: _____

Preferred hospital _____
Doctor _____

Emergency Contacts

Name _____ Phone () _____
Relationship _____
Name _____ Phone () _____
Relationship _____
Name _____ Phone () _____
Relationship _____

Out of State Contacts

Name _____ Phone () _____
Relationship _____
Name _____ Phone () _____
Relationship _____

Other Information you would like us to be aware of

GLENWOOD CHRISTIAN SCHOOLS

HEP B and HIV Record Sheet

Bloodborne Pathogens Training Documentation

Name: _____

Job Title: _____ SSN: _____

I have received annual training on the school's Exposure Control Plan for Bloodborne Pathogens. The contents of this training are checked and include:

- _____ An accessible copy of the standards and an explanation of its contents
- _____ Explanation of the epidemiology and symptoms of bloodborne diseases
- _____ Modes of transmission of bloodborne pathogens
- _____ Explanation of the school's Exposure Control Plan and how to obtain a copy
- _____ Recognition of tasks and activities that may involve risk of exposure
- _____ Use and limitations of methods that will reduce or prevent exposure
- _____ Engineering controls and their availability
- _____ Work practices
- _____ Housekeeping practices
- _____ Personal protective equipment—types, selection, use, location, removal, handling, decontamination, and disposal
- _____ HBV vaccine—efficiency, safety, method of administration, benefits and cost
- _____ Procedures to follow if exposure occurs—reporting and medical follow-up
- _____ Post exposure evaluation and follow-up

Employee's Signature

Date

Trainer's Signature

Date

Trainer's Qualifications:

This record must be kept on file for three years

GLENWOOD CHRISTIAN SCHOOLS
Glenwood School Site – ECC through High school
Abuse Reporting Form

Child's Name: _____ Birth date: _____

Address: _____ Age: _____

Parent/Guardian Names: _____

Home Address: _____

Home Phone: _____ Work Phone: _____

Address of child's parent or guardian or person as having custody of child:

Nature and extent of injury or injuries, caused child abuse/neglect:

Describe any previous incident of child abuse or neglect including nature and extent or behavioral indicators indicative of abuse:

Other information which may be helpful in establishing the cause of child's injury or injuries, neglect or death and the identity of the perpetrator(s): (include the child's actual words, sketch and description of bruise or physical injury.)

Signature of person filing report

Date

REPORT TO: CHILD PROTECTIVE SERVICES 1-800-422-7517 (24HR)
POLICE DEPARTMENT 911
TACOMA 593-2888
EMERGENCY SERVICES

EVALUATION FORMS - 2070

- 1) **Principal Evaluation**
Available through District Office
- 2) **Teacher Evaluation Packet: Elementary and Junior/Senior High**
Copy included in this section
- 3) **Classified Staff Performance Evaluation**
Copy included in this section
- 4) **Early Childhood Center Staff Evaluation**
Use K-6Teacher Evaluation for ECC Lead Teachers
- 5) **New Employee Evaluation Report**
Copy included in this section
- 6) **Corrective Plan of Action - optional**
Copy included in this section

GLENWOOD CHRISTIAN SCHOOLS

TEACHER EVALUATION POLICY OUTLINE

Goal of Teacher Evaluation:

The purpose of teacher evaluation is to improve curriculum and instructional practices that ultimately result in greater achievement of student learning (Formative Evaluation) and to apply district adopted criteria for judging teacher competency (Summative Evaluation).

Annual Evaluation Process:

The formal, annual evaluation process shall begin with a minimum of two (2) observations totaling at least sixty (60) minutes. The observations shall not be for less than twenty (20) minutes until at which time the sixty (60) minute minimum is fulfilled. The first observation shall be completed by December 15, and the second by May 1.

The first observation shall be preceded by a conference with the teacher for the purpose of gathering information about the lesson to be observed. The teacher must bring to the conference the completed Pre-Observation form. (See Section 2070-Form 2c)

The evaluator shall document the results of the observation in writing and shall provide the employee with a copy. At the time the employee is provided a copy of the observation report, the evaluator will discuss the report with the employee. The report shall be presented on the form attached (Section 2070- Form 2d). The principal shall keep all documentation supporting the Formal Observation Report. When a teacher leaves a particular building site, all evaluation reports and supporting documentation shall follow the teacher to a new building site in the district or to the district office if they have left the district.

An employee assigned to more than one school building shall be formally evaluated by the principal or his/her designee of the building in which the employee is assigned the majority of his/her work responsibilities and assignments. When the employee's time is substantially equally divided between buildings, he/she shall be evaluated by only one of the evaluators, selected by the superintendent.

Formal evaluations shall be completed in triplicate by May 1 of each school year on the forms attached Section 2070-Forms 2e & 2f. The three (3) copies shall be distributed as follows: employee, principal, and superintendent.

The following are the minimum criteria for classroom teachers:

1. **Personal Qualities and Traits** - The classroom teacher demonstrates, in his or her performance, that they are conscientious and responsible. The classroom teacher demonstrates Christ-like behavior and models Biblical principles in making decisions.
2. **Instructional Skill** - The classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.
3. **Classroom Management** - The classroom teacher demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.
4. **Professional Preparation and Scholarship** - The classroom teacher exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching and a commitment to education as a profession. (Section 2070-Form 2g)
5. **Effort Toward Improvement When Needed** - The classroom teacher demonstrates an awareness of his or her limitations and strengths, and demonstrates continued professional growth.
6. **The Handling of Student Discipline and Attendant Problems** - The classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.
7. **Interest in Teaching Pupils** - The classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.
8. **Community Relations** - The classroom teacher demonstrates the ability to communicate effectively with parents, promote Christian education, and be an active member of his or her community.

The complete evaluative criteria are available on form: 2070-2f.

New Employees:

Teachers in the first year of employment with Cascade Christian Schools shall be observed at least once for a total observation time of thirty (30) minutes during the first sixty (60) calendar days of the employment period. New teachers whose work is judged unsatisfactory and whose contract, as determined by the Superintendent, should not be renewed for the next school year shall be notified thereof in writing on or before **May 15**. Such notification shall state the reason or reasons for such a determination.

*In CCS TEP, reads May 1.

In J/S Faculty HB, reads May 15.

GLENWOOD CHRISTIAN SCHOOLS

Evaluation Criteria / Classroom Teacher

I. Personal Qualities and Traits

- A. They are redeemed by the saving grace of Jesus Christ and are personally committed to serving Him.
- B. They have a regular and active devotional life.
- C. They practice love, joy, patience, kindness, self-control, gentleness, faithfulness, and truthfulness.
- D. They model Biblical principles in making decisions.
- E. They are humble in spirit but bold in Christ-like practice.
- F. They are conscientious and responsible.

II. Instructional Skill

A. Planning

1. Considers abilities, interests, and present performance levels of students in planning.
2. Establishes immediate and long-range objectives.
3. Prepares effective plans to meet objectives.
4. Plans for continuing evaluation and utilizes the results in planning subsequent lessons.
5. Provides adequate plans for the substitute teacher.
6. Cooperates with colleagues in activities related to educational programs.

B. Instructing

1. Teacher teaches to objectives.
2. Objectives are at correct level of difficulty for students.
3. Explanations, questions, and directions are clear and related to objectives.
4. Effective use is made of instructional equipment, materials, and resource personnel.
5. Uses a variety of instructional practices and materials.
6. Teacher helps students to develop acceptable work habits and study skills.
7. Discerns the Biblical principles that relate to the lesson content.

III. Classroom Management

- A. Selects and prepares equipment and materials in advance of lesson.
- B. Maintains an orderly, attractive, and stimulating classroom environment.
- C. Maintains deadlines in the completion of reports and assigned responsibilities.
- D. Establishes a climate of care and love for students.

IV. Professional Preparation and Scholarship

- A. Avails self of the opportunities for professional growth.
1. Keeps current in scholarship on teaching, the purposes of Christian education, and their content/grade area.

V. Effort Toward Improvement When Needed

- A. Accepts and offers professional criticism constructively.
B. Attempts to implement recommendations for improvement.

VI. Handling of Student Discipline and Attendant Problems

- A. Encourages students to develop courtesy, self-control, respect, and responsibility.
B. There is evidence of established expectations for classroom conduct and procedures.
C. Clearly defines what is responsible Christian behavior for their students, including guidelines and consequences for good and bad student behavior in the classroom.

VII. Interest in Teaching Pupils

- A. Develops rapport with the student as an individual in a professional manner.
B. Provides guidance and assistance for student.

VIII. Community Relations

- A. Communicates regularly with parents about student progress and needs.
B. Celebrates Christian education in the broader community.
C. Seeks contributions from community members in educating the school's students.
D. Participates actively in community organizations, including a church community.

To be completed in collaboratively between teacher and administrator to provide informal feedback.

Teacher: _____ Assignment _____ Administrator _____ Year _____

(1) Improvement Needed (2) Satisfactory (3) Models for Others

1. Personal Qualities and Traits: _____

2. Instructional Skills: _____

3. Classroom Management: _____

4. Professional Preparation and Scholarship _____

5. Effort Toward Improvement When Needed _____

6. Handling of Student Discipline and Attendant Problems: _____

7. Interest in Teaching Students: _____

8. Community Relations _____

GLENWOOD CHRISTIAN SCHOOLS

Pre-Observation Form

Teachers - Please make a copy and return to the Principal before the observation date.

Teacher _____ Grade _____

Subject _____ Date _____ Time _____

1. As a result of this lesson, what will students be able to do? (objective)
2. Where are you in the course or lesson? (unit, lesson, page numbers in texts, introductory, middle, or culminating activity)
3. How are you going to do the lesson? (methods)
4. How are you going to know if the students have learned? (evaluation)
5. What particular teaching behaviors do you want monitored?
6. What special characteristics of the students should be noted? (unusual behaviors, group interactions, students leaving during class, etc.) Use back.

GLENWOOD CHRISTIAN SCHOOLS

**Formal Observation Report
Classroom Teachers**

Observation Date:

Time:

Subject:

TEACHER:

CLASSROOM TEACHER: I have read this report and have had an opportunity to discuss it with the person making the report. I have been informed that if I don't agree with any of its content, I can attach a written statement detailing my concern(s).

Teacher

Principal

Date

Date

Distribute 2 copies: Observed Teacher, Observed Teacher Personnel file

Section 2070

GLENWOOD CHRISTIAN SCHOOLS
Evaluation Report

K-6 Classroom Teacher Form

NAME _____

SCHOOL _____

PRESENT ASSIGNMENT _____

IF LESS THAN FULL TIME SPECIFY _____

GRADE LEVEL _____

It is my judgment, based upon adopted criteria, that _____'s
Name

performance has been _____ during the evaluation period.
Satisfactory/Unsatisfactory

This evaluation is based in whole or in part upon observations for the purpose of evaluation which occurred on the dates and for the duration indicated as follows:

Minutes _____ Date _____

Minutes _____ Date _____

Minutes _____ Date _____

Date _____

Principal's Signature

Date _____

Teacher's Signature *

* The teacher's signature insures that the teacher has read and discussed the evaluation. It does not necessarily signify agreement with the evaluation.

GLENWOOD CHRISTIAN SCHOOLS
PROFESSIONAL PREPARATION AND SCHOLARSHIP RECORD
K-12 TEACHER

Teacher

School

This record is to be kept and maintained by the teacher and returned to the building Principal by April 1 so the data can be used as part of the teacher's final evaluation

Professional Growth Opportunities:

Place:

Date:

1. _____ _____	_____	_____
2. _____ _____	_____	_____
3. _____ _____	_____	_____
4. _____ _____	_____	_____
5. _____ _____	_____	_____
6. _____ _____	_____	_____
7. _____ _____	_____	_____

- Professional Preparation and Scholarship may include classes, workshops, seminars, readings, writings, travels, etc.

CASCADE CHRISTIAN SCHOOL
PERSONNEL EVALUATION REPORT

CLASSIFICATION TYPE

- : Administrative
- : Certificated Teacher
- : Classified Support Staff
- : Classified Pre-School
- : Classified Childcare

Name _____

Location _____

Position Description _____

Assignment Level if Certified Teacher _____

If less than full-time, specify: _____

NEW OR STANDARD

- : New Employee
- : 30-day
- : 60-day
- : 90-day
- : Standard Employee

Comment:

It is my judgment, based upon adopted criteria, that _____'s
Name

performance has been _____ during the evaluation period.
Satisfactory/Unsatisfactory

This evaluation is based in whole or in part upon observations for the purpose of evaluation which occurred on the dates and for the duration indicated as follows:

Minutes _____ Date _____

Minutes _____ Date _____

Minutes _____ Date _____

Other observations time included: _____

Date _____

Supervisor's Signature

Date _____

Employee's Signature *

* This signature insures that the employee has read and discussed the evaluation. It does not necessarily signify agreement with the evaluation.

GLENWOOD CHRISTIAN SCHOOLS

Evaluation Report Classified Support Staff

Employee: _____ Date: _____

Position: _____ Hire Date: _____

Description of Responsibilities:

On a scale of 1 to 10 rate the criteria below: 1=poor, 10=outstanding/exceptional

Professional Performance

	Self-Appraisal Rating	Manager's Rating
1. Grasp of Instruction	_____	_____
2. Understanding of Products	_____	_____
3. Understanding of Customers	_____	_____
4. Judgement & Ability to Reorganize/Solve Problems	_____	_____
5. Administrative/Organization/Working within "system"	_____	_____
6. Quality of Work	_____	_____
7. Productivity/Results	_____	_____
8. Ability to Meet Deadlines	_____	_____
9. Ability to Plan, Organize, Schedule, & Complete Work	_____	_____
10. Verbal Communication Skills	_____	_____
11. Written Communication Skills	_____	_____

Personal Development and Leadership Skills

1. Attitude toward District/Associates/Customers	_____	_____
2. Dependability/Credibility	_____	_____
3. Training/Utilization/Motivation of Assistants	_____	_____
4. Assumption of Responsibility	_____	_____
5. Professional Demeanor/Appearance	_____	_____
6. Acceptance of Suggestions	_____	_____

Overall Appraisal Rating _____

Self-Appraisal Comments

Manager's Comments

Describe any significant areas needing improvement:

In what ways do you believe that your manager could help to improve your performance and professional growth on future assignments?

Do you believe that you are ready for increased responsibility? If so, why?

Employee Signature: _____
(upon completion of Self-Appraisal Sections)

Date: _____

Employee Signature: _____
(upon completion of Manager's Ratings and Comments)

Date: _____

Manager's Signature: _____

Date: _____

GLENWOOD CHRISTIAN SCHOOLS

Evaluation Report – 30 – 60 – 90 Day New Early Childhood Center Staff

Staff Name: _____

Evaluator's Name: _____

Age Group: _____ Date: _____

	Outstanding	Exceeds Standards	Meets Standards	Needs Improvement	Unacceptable
Punctuality					
Demonstrated Initiative					
Aware of Children's Abilities					
Awareness of Health & Safety					
Ability to set Limits					
Calm in Transition					
Encouragement of self-help Skills in Children					
Warm, Friendly, Fair with Children					
Respectful with Adults					
Respectful of Individual Children					
Group Management					

Evaluator's Comments: _____

Staff Comments: _____

Staff Signature _____

Date _____

Supervisor/Trainer Signature _____

Date _____

GLENWOOD CHRISTIAN SCHOOLS
Corrective Plan of Action

Date: _____

Employee Name/Position/Location _____

1. Specific concern/s or observations made on this date: _____

2. This situation impacts the students, the classroom and/or the school by:

3. To ensure that the quality, educational ministry is maintained, the following recommendations are made:

4. Should this corrective action be ignored or neglected by the employee, the resultant consequences will be:

5. The outcome of this corrective action will be reviewed in _____ days.

We agree on the action plan and understand that this matter is confidential and will be re-evaluated. If progress has not been achieved, further action to correct the situation will be planned and reviewed.

Employee's Signature

Supervisor or Principal's Signature

Superintendent or Designee Signature if needed

SEPARATION OF EMPLOYMENT FORMS - 2090

- 1) **Employee Separation/Evaluation Report**
Copy included in this section

Glenwood Christian School's
Employee Separation/Evaluation Report
This form may be released to future prospective employers.

Employee's Name	Date Employed	Last Day
-----------------	---------------	----------

Employee's Position / Location	Date of Report
--------------------------------	----------------

Separation Information

Resigned with Notice _____

Resigned W/O Notice _____

Discharged _____

Contract Expired _____

Leave of Absence _____

Comments

Comments or Rebuttal by Employee

**Complete both sides of form.
Sign on back.**

Glenwood Christian Schools
Evaluation Report

Rating Scale: E = Excellent; G = Good; S = Satisfactory; P = Poor

Quality of Work	_____	Judgment	_____
General Aptitude	_____	Potential Ability	_____
Attendance	_____	Personal Qualities	_____
Spiritual Growth	_____	Initiative	_____
Cooperative Attitude	_____	Punctuality	_____
Adherence to Policies/procedures	_____	Acceptance of Responsibility	_____
Personal relationships	_____	_____	_____

Comments

Comments or Rebuttal by Employee

I have read and understand this separation/evaluation information. I also understand that this form may be released to future prospective employers.

Employee's Signature

Date

Interviewer's Signature

Date

COMPENSATION & BENEFITS FORMS - 2100

- 1) **Substitute Report Form**
Copy included in this section.

Glenwood Christian Schools

Deepwood Dellwood Forest Grove Glenwood District Office

Employee Absences

Name: _____

Date Absent: _____ Times: _____ to _____

Reason for Absence: Employee Sick Leave Family Sick Leave
 Personal Leave Bereavement
 Comp Time No Pay
 Administrative

Substitute Name: _____

Hours Worked: _____ Employee Signature: _____

(If this is a new employee, please turn in W-4, I-9 and a copy of the social Security Card along with this absence form).

Copies To: Human Resource Campus File Principal/Supervisor Initials _____

Glenwood Christian Schools

Deepwood Dellwood Forest Grove Glenwood District Office

Employee Absences

Name: _____

Date Absent: _____ Times: _____ to _____

Reason for Absence: Employee Sick Leave Family Sick Leave
 Personal Leave Bereavement
 Comp Time No Pay
 Administrative

Substitute Name: _____

Hours Worked: _____ Employee Signature: _____

(If this is a new employee, please turn in W-4, I-9 and a copy of the social Security Card along with this absence form).

Copies To: Human Resource Campus File Principal/Supervisor Initials _____

ABSENCE & LEAVES & HOLIDAYS FORMS - 2 1 1 0

- 1) **Employee or Teacher & Staff Absence**
Copy included in this section
- 2) **Family Medical and Leave Act**
Available through District Office
- 3) **Labor and Industry**
Available through District Office

Glenwood Christian Schools

Deepwood Dellwood Forest Grove Glenwood District Office

Employee Absences

Name: _____

Date Absent: _____ Times: _____ to _____

Reason for Absence: Employee Sick Leave Family Sick Leave
 Personal Leave Bereavement
 Comp Time No Pay
 Administrative

Substitute Name: _____

Hours Worked: _____ Employee Signature: _____

(If this is a new employee, please turn in W-4, I-9 and a copy of the social Security Card along with this absence form).

Copies To: Human Resource Campus File Principal/Supervisor Initials _____

Glenwood Christian Schools

Deepwood Dellwood Forest Grove Glenwood District Office

Employee Absences

Name: _____

Date Absent: _____ Times: _____ to _____

Reason for Absence: Employee Sick Leave Family Sick Leave
 Personal Leave Bereavement
 Comp Time No Pay
 Administrative

Substitute Name: _____

Hours Worked: _____ Employee Signature: _____

(If this is a new employee, please turn in W-4, I-9 and a copy of the social Security Card along with this absence form).

Copies To: Human Resource Campus File Principal/Supervisor Initials _____

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a model handbook of hiring and employment practices and procedures for selected K-12 schools. To accomplish this purpose a review of related literature and current policies or procedures from public and private schools, agencies and organizations was conducted. Additional related information from selected sources was obtained and analyzed.

Conclusions

1. For purposes of consistency of practice to achieve successful change and quality, district administration should acknowledge the importance of developing and maintaining a quality hiring and employment handbook.
2. Hiring and Employment handbooks are essential to empower and proactively equip both principals and district administrators.
3. Legal responsibilities covered in handbooks can provide proactive educational practices.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. District administration should take leadership in developing and maintaining a quality hiring and employment handbook.
2. District and site administration should be involved in the development and implementation of hiring and employment procedures.
3. District administration should ensure the legality of employment policy, practices and procedures.
4. Other schools or school districts seeking to develop hiring and employment practices and procedures may wish to adapt the model handbook prepared for purposes of this project, or undertake further research on the topics to meet their unique needs.

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