

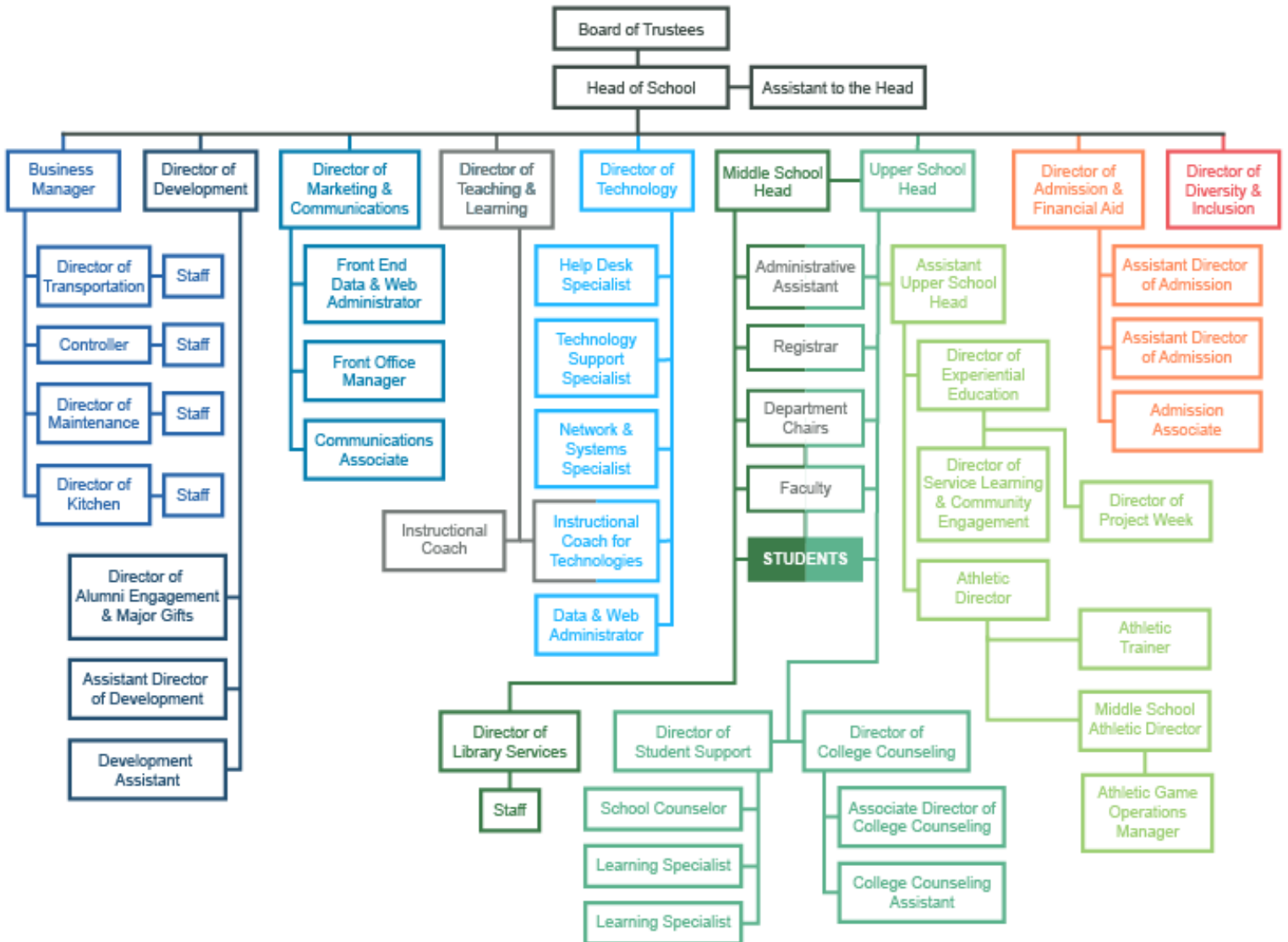
The Overlake School



Employee Handbook 2018-2019

Organizational Chart

Organizational Chart | The Overlake School



Employee Handbook

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Section I

Administration/Faculty/Staff



THE MISSION OF THE OVERLAKE SCHOOL

Inspire Excellence
Develop Intellectual Curiosity
Teach Responsibility
Embrace Diversity

Foster a Compassionate Community

(Approved 10/25/1996, Reconfirmed 10/23/2013 Board of Trustees)

At Overlake we.....

- **evaluate the whole child for admission**
- **admit a capable and diverse community of learners**
- **educate for success in a college preparatory setting**
- **attract faculty for excellence in their field, their commitment to develop the potential of each student, and their involvement in all aspects of the Overlake experience**

CORE VALUES

Respect – Integrity – Compassion- Responsibility

(Faculty in-service October 2007)

The Overlake School

Statement of Philosophy

The Overlake School seeks students with promising academic capability and the potential to contribute to campus life in a unique and meaningful way.

Overlake believes in developing each student's intellect, physical well-being, personal spirit, initiative, moral sensitivity, and sense of community in the course of preparation for higher education and life in a complex world. The school will educate its students to be thoughtful, open-minded citizens eager for a lifetime of learning and achievement.

To accomplish this, the school's curriculum and activities, designed to foster both academic and experiential learning, include:

- Formal instruction – to impart a base of objective knowledge and develop higher-level critical thinking skills
- Interest-based interdisciplinary and creative challenges – to encourage inquiry, creative problem solving, independence of thought, and artistic expression
- Social and interpersonal activities – to stimulate individuality, self-advocacy, tolerance, appreciation for differences, awareness of human interdependence, personal responsibility, and moral grounding
- Community-oriented activities – to instill a sense of membership in, respect for, and responsibility for the external world
- Athletics and significant outdoor activities – to develop healthy bodies, present physical challenges, and promote group effectiveness

The Overlake teacher plays many roles in the educational experience: subject matter expert, project director, judge, counselor, guide, and fellow community member. The teacher challenges each student to reach beyond the familiar and achieve according to his or her potential. Ultimately, all members of the Overlake community should work as partners to instill, nurture, and encourage the student's enduring curiosity and pursuit of excellence.

The Overlake School believes in the overall development of its students. By challenging its students in mind, body, and spirit, the school will best prepare them for fulfilling lives of commitment to themselves, their families, and their communities.

THIS HANDBOOK

The purpose of this Employee Handbook is to bring together, in a convenient place, a summary of some of the policies that affect our employees. Employees should read this handbook, become familiar with its content and refer to the handbook whenever a question regarding employment with Overlake arises. The Handbook will not answer all of the questions employees may have about School policies or benefits. If the Handbook does not answer a question, employees should contact the Business Manager (for benefits-related matters), Middle or Upper School Heads, or the Head of School for assistance. The handbook revokes and supersedes any prior summaries or statements of employment policies and procedures.

The Overlake School expects to revise and update this handbook from time to time. We will advise employees of changes, additions or deletions in policies and procedures covered in this handbook by circulating such changes, additions or deletions either in writing or electronically.

*This Handbook is **not a contract of employment**. It does not promise or guarantee any particular benefit or specific action. As explained in this Handbook, all employment with The Overlake School is “at-will” which means that the School or employee may terminate our employment relationship at any time, with or without cause, and with or without notice. The only exception arises when individual written agreements provide advance notice of termination. No one at The Overlake School has the authority to enter into any agreement for employment inconsistent with the at-will status*

Employee Benefits

The Overlake School offers a competitive range of employee benefits for eligible employees. As the Overlake School deems it appropriate, any employee benefit program may be amended, rescinded or modified. Employees will be notified of any such changes in writing. Details of all benefit plans are available in the Business Office. **Please note that no full or partial compensation will be substituted for benefits declined, except for healthcare insurance.**

Benefits for The Overlake School covered in this section of the Handbook are listed in the order described below:

(clicking on the hyperlink will take you directly to each section)

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Change of Status Request (Full-time to Part-time and vice-versa)

Eligibility: All employees

Request for change in employment status (full-time to part-time and vice-versa) must be submitted to the Head of School, in writing, as early as possible, no later than 30 days before the due date of teacher contracts. The request must outline the reason for the status change and if the request is made for a determinate period of time. Each request will be evaluated on a case-by-case basis taking into account:

1. Reason for the request
2. Feasibility of making the change
3. Benefit to the school

Computer Loan Program

Eligibility: All employees

All employees are eligible for interest free loans to a maximum of \$2,500 to purchase personal computers and peripherals. The loan repayment begins immediately after the loan is granted. Repayments are to be made through payroll deduction over a 24-month period. Due to the workload of the academic and administrative technology departments, no technical support is available for employee's personal computers.

Dental Insurance

Eligibility: Full-time employees - School covers the cost of participation.
Part-time employees – working 50% FTE or more, School pays proportional cost.

All full- time and part-time employees working at least 50% FTE are entitled to dental benefits. The Overlake School will provide coverage to employees working 50% FTE but less than full-time at a prorated expense to the employee. The benefit becomes effective on the first day of the month following the date of first employment. School paid coverage is for eligible employee only.

Delta Dental of Washington (www.deltadentalwa.com -- customer service 1.800.554.1907 – Overlake Plan Number 8857) provides coverage. Employees are encouraged to review and understand the plan before signing up for coverage.

Employees who desire coverage for dependents must add them on at the time of initial enrollment, or subsequently when a “qualifying event” occurs such as marriage or childbirth. The employee is responsible for keeping The Overlake School advised of family coverage. General information on the plan can be found at the benefit portal in HR section of MyOverlake, and specific information by calling Delta Dental customer service. Plan brochures are also available in the school's benefit portal.

The employee pays 65% of the total cost for dependent coverage. When the employee elects dependent coverage, the monthly premium payment is automatically deducted from the employee's paycheck pre-tax.

In the event an employee terminates or has a reduction in hours that results in loss of coverage, The Overlake School will provide the employee with a COBRA notice and information as required by law.

Disability Benefit: Short-Term

Eligibility: All full-time and part-time employees working at least 50% FTE or more are eligible after 12 months of employment.

The School will provide for short-term disability prior to the start of the School's Long Term Disability Policy. All accumulated time away from work leave and or vacation must first be used, after which the School will pay 60% of the employee's base salary for up to 180 calendar days (Long-Term Disability pay if eligible would begin on day 181). Medical documentation supporting the disability must be provided. The period of coverage will be determined by the insurance company on a case-by-case basis.

Disability Insurance: Long-Term

Eligibility: All full-time and part-time employees working 50% FTE or more are enrolled the first day of the month following the date of hire. The School pays the premiums for this coverage.

Long-term disability insurance is provided to all eligible employees who work 50% FTE or more. Sun Life Financial provides coverage. This plan pays for covered disabilities on the 181st day of disability with plan reimbursement equal to sixty percent (60%) of the employee's regular salary up to a maximum of \$9,000 monthly. The period of coverage will be determined by the insurance company on a case-by-case basis. Plan brochures are available at the employee benefits site on the school website.

Domestic Violence Leave

Employees may take reasonable leave from work, work a reduced schedule, or take intermittent leave from work to take care of legal or law enforcement needs or obtain medical treatment, mental health counseling or social services assistance when employees or their family members are victims of domestic violence, sexual assault or stalking. Employees taking this leave may use any available paid time off while on this leave. On request, the employee may be required to provide verification of the need for the leave. For the purposes of this policy, "family member" includes child, spouse, state-registered domestic partner, parent, parent-in-law, grandparent, or person who the employee is dating.

Employee Assistance Plan

The School has retained the services of Guidance Resources to administer an employee assistance plan, commonly referred to as EAP. This service provides staff to sensitively and confidentially evaluate a personal or work related problem and refer you or someone in your immediate family to the best possible community resource. Usually employees use EAP referral services by self-

referral. However, supervisors may refer an employee due to job performance problems. No information is related back to The Overlake School on your situation in either case.

The Employee Assistance Program (EAP) will aid employees and family members with emotional or behavioral problems. Following the initial appointment to assess the issues, the individual will be advised of resources available and encouraged to participate in the recommended treatment program. The EAP covers up to three face-to-face visits per person per crisis. Your family members do not need to be enrolled in the medical plan to utilize these benefits:

Depression, Job Pressures, Alcohol/Drug Abuse, Parenting and Childcare, Stress, Eldercare, Legal, Counseling, Relationships, Marital Problems, Bankruptcy, Grief and Loss, Real Estate Transactions, Divorce and Family Law, Financial Counseling Services:

Call 1.877.595.5281

Website: www.guidanceresources.com

Company ID: EAPBusiness

Family and Medical Leave

Eligibility: An employee, who has worked for the School at least twelve months, including at least 1,250 hours in the last twelve months, may be entitled to 12 work weeks of unpaid leave in any twelve-month period

- to care for a newborn or newly-adopted child or newly-placed foster child,
- to care for a child, parent or spouse who has a serious or terminal health condition,
- to care for the employee's own serious health condition, or
- for a qualifying exigency (described below) arising out of the fact that the employee's spouse, parent or child is on or has been called to active duty.

A "serious health condition" is an illness, impairment or condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider, any period of incapacity of three or more consecutive days and continuing care of a medical provider, as well as any period of incapacity due to pregnancy including prenatal care.

In addition to the leave described above, the employee may also be entitled to leave for the actual period of disability associated with pregnancy and childbirth.

Employees may also take up to 12 weeks FMLA leave when they experience a qualifying exigency arising out of the fact that their spouse, parent or child is on or has been called to active duty in the Reserves or National Guard by the federal government in support of a contingency operation. A qualifying exigency is a non-medical activity directly related to the relative's active duty status or call to active duty. It includes attending certain military events and related activities, attending family support and assistance programs, arranging for temporary childcare, addressing legal and financial arrangements, attending counseling related to the deployment, rest and recuperation with the service member on leave from deployment and attending post-deployment briefings. Such employees may be required to provide certification that their family member is in the National Guard or Reserves and has been called to active duty.

In addition, eligible employees are entitled to up to 26 weeks of family medical leave to care for an employee's spouse, child, parent (as defined under FMLA) or next of kin (defined as a person for whom the employee is the nearest blood relative) who is a member of the Armed Forces

(including members of the National Guard or Reserves) and is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred by the member in line of duty on active duty in the Armed Forces.

Leave to care for a newborn, newly adopted child or newly placed foster child must be taken within twelve months of the birth, adoption or placement. Intermittent leave / reduced schedule is not allowed for such family leave unless other FMLA covered conditions are also present. If the School employs both parents, they are each entitled to 12 work weeks of unpaid leave under this paragraph.

Employees who wish to take leave must give at least 30 days' written notice in advance of the anticipated date the leave is to begin stating the reason for the leave and the dates during which the leave is to be taken. If the employee is not able to give the required notice, he or she must give notice as soon as possible.

Upon returning from the leave, an employee is entitled to return to the same position held when the leave began or to an equivalent position with equivalent benefits and pay, unless the position would have been eliminated had the employee not been on leave. Additionally, an employee on leave is not immune from discipline, up to and including termination, if information is uncovered during the leave which would have normally resulted in discipline had the employee been actively working.

The employee must use any other accumulated leave, paid or unpaid, to which he or she is otherwise entitled while on this leave. If leave pursuant to this policy would also qualify as leave under any other School benefit or policy, the period of the leave will apply toward the entitlement for each type of leave that may apply.

By taking the leave, the employee will not lose any benefits that accrued before the start of the leave. The employee will not be entitled to accrue additional benefits during the leave. The School will maintain its contributions to your health insurance premiums during the leave. The employee will be required to continue his or her share of the premiums for the employee and his or her dependents. The employee will also be required to arrange in advance self-payment of other insurance benefits. If the employee does not return at the end of your leave, the employee may be required to repay the School for the health insurance premiums paid during the leave.

This policy will be administered according to the Family and Medical Leave Act and the regulations interpreting it and any applicable state law. Employees should contact the Business Office with questions about eligibility for leave or other leave benefits that may be available.

Leave to Care for Domestic Partner

An employee who has worked for Overlake at least twelve months, including at least 1,250 hours in the last twelve months, may be entitled to 12 workweeks of unpaid leave in any twelve-month period to care for state-registered domestic partner who has a serious health condition.

A "serious health condition" is an illness, impairment or condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider, any period of incapacity of three or more consecutive days and continuing care by a medical provider, as well as any period of incapacity due to pregnancy including prenatal care.

If the need for the leave is foreseeable, employees must give at least 30 days' written notice in advance of the anticipated date the leave is to begin stating the reason for the leave and the dates during which the leave is to be taken. If the need for the leave is not foreseeable, the employee must give notice as soon as possible after the need for the leave is known. Health care provider certifications/recertifications, as well as second/third opinions and fitness for duty reports/releases may be required in accordance with the Washington Family Leave Act.

Upon returning from the leave, an employee is entitled to return to the same position held when the leave began or to an equivalent position with equivalent benefits and pay, unless the position would have been eliminated had the employee not been on leave. Additionally, an employee on leave is not immune from discipline, up to and including termination, if information is uncovered during the leave which would have normally resulted in discipline had the employee been actively working.

The employee must use any other accumulated leave, paid or unpaid, to which he or she is otherwise entitled while on this leave. Otherwise, the leave is unpaid. If leave pursuant to this policy would also qualify as leave under any other benefit or policy, the period of the leave will apply toward the entitlement for each type of leave that may apply.

By taking the leave, the employee will not lose any benefits that accrued before the start of the leave. The employee will not be entitled to accrue further benefits during periods of unpaid leave. Overlake will maintain its contributions to your health insurance premiums during the leave, whether it is paid or unpaid. The employee will be required to continue his or her share of the premiums for the employee and his or her dependents, if applicable. The employee will also be required to arrange in advance self-payment of other group insurance benefits. If the employee does not return at the end of the leave, the employee may be required to repay the School for the health insurance premiums paid during the leave.

This policy will be administered according to the Washington Family Leave Act. Employees should contact the Human Resources Department with questions about eligibility for leave or other leave benefits that may be available.

Bereavement Leave

When a death occurs in an employee's immediate family, all regular full-time and part-time employees that work 50% and above may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The school may, in unusual circumstances, require verification of the need for the leave.

Immediate family members are defined as an employee's spouse, domestic partner, parents, stepparents, sisters, brothers, children, stepchildren, grandparents, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild. Approval of bereavement leave will usually occur unless operation of the school requires otherwise. Any employee may, with the supervisor's approval, use available paid leave for additional time off as necessary.

Bereavement pay is calculated on the base pay rate at the time of absence and will not include any special forms of compensation.

Flexible Spending Program

Eligibility: All employees.

The School offers to all employees an Internal Revenue Code (IRC) Section 125 Flexible Spending Program (Flex) to reduce taxes by paying for un-reimbursed health and dependent Care expenses using pre-tax dollars. The Plan year begins July 1st and ends June 30th each year. Details of this plan and enrollment material are available in the Business Office. You must re-enroll in this plan each year during open enrollment. Participation terminates each year absent re-enrollment.

Liability/Property Insurance

Eligibility: All employees; School pays the premium

Each employee, while acting on behalf of and at the direction of the School, is covered under the School's insurance. This coverage serves as protection for the employee at any Overlake School activity whether on or off campus. The loss of personal property at The Overlake School or at School sponsored activity/field trips is not covered under our insurance policies and items damaged/lost will not be either replaced or repaired at School expense. Employees are recommended to carry adequate personal insurance.

Life and Accidental Death and Dismemberment Insurance

Eligibility: All full-time and part-time employees working at least 50% FTE or more - school pays cost. Sun Life Financial provides coverage.

- Basic Group Term Life Insurance equal to 2x your basic annual earnings.
- Accidental Death and Dismemberment (AD&D) insurance which would pay an additional benefit, up to the amount of your Life benefit, if you suffer a covered loss due to an accident.
- Benefits are reduced to 60% at age 65, to 40% at age 70, to 25% at age 75 and to 15% at age 80. Coverage is discontinued at termination of employment or retirement.
- Accelerated Benefits that help offset expenses at a critical time. You may collect a portion of your benefits during your lifetime if you become terminally ill.

Maternity/Parental Leave

Eligibility: Employees working 50% FTE or more are eligible for paid maternity/parental leave.

Employees are entitled to leave for the actual period of disability associated with pregnancy and childbirth. If the employee is eligible for family leave under the Family and Medical Leave Act, described above, that leave will run concurrent with any maternity/parental leave, under this section. In some circumstances (where the employee has averaged 35 hours per week of work in the preceding twelve months) the employee will also be entitled to an additional twelve weeks of unpaid leave under the Washington Family Leave Law after the period of disability. During any of these leaves, the employee must use any paid time away from work and, in the case of a staff member, paid vacation.

Provided the employee works at least 50% FTE or more, then he or she may be eligible for up to six weeks of pay during his/her parental leave provided (1) the paid portion of the leave must commence with the birth of the child (or adoption or placement) and must be continuous, unless approval to begin paid leave on a different date is granted by the Head of School (2) the leave occurs during times that the employee would otherwise be working (e.g., for faculty members,

during the school year); (3) the leave is taken in a series of consecutive days or weeks; and (4) during the leave the employee is the primary caregiver for the newborn or newly-adopted child under the age of six. If all of these conditions are not met, the leave is unpaid unless the employee has available vacation (for staff members) or paid time away from work. If the School employs both parents, they each are entitled to six weeks of paid parental leave, provided that the leaves are contiguous and meet the remaining criteria for the leave.

Meals

Eligibility: All employees.

As a condition of employment, all employees are provided with breakfast, break snack and lunch when school is in session. During the breakfast and lunch times, employees supervise students and act as dining hall monitors. The School will pay up to \$1,850 of meal cost for each full-time employee. Part-time employees are pro-rated based on their FTE equivalent. Meal charges over \$1,850 or the pro-rated amount will be deducted from the employee's pay.

Medical Insurance

Eligibility: Full-time employees - School pays cost less \$5.00 monthly employee contribution. Part-time employees – working 75% FTE or more, School pays proportional cost less \$5.00 monthly employee contribution not to exceed maximum allowed per ACA. The School pays 35% of all dependent care premiums for full-time employees and on a proportional basis for part-time employees working at least 75% FTE.

The Overlake School will offer healthcare insurance coverage to employees working 75% FTE or more. The benefit normally becomes effective on the first day of the month following the date of first employment. Eligible employees may elect spouse and/or family coverage and pay 65% of the full amount of the premium. Eligible part-time employees will pay a proportional share of the dependent coverage premiums.

Kaiser Permanente (www.ghc.org -- customer service 1-888-901-4636) provides coverage. General information on the Kaiser plans offered can be found on the benefit portal (via HR section of MyOverlake) and specific information by calling Kaiser customer service. Plan brochures are also available at the benefit portal.

Employees who desire coverage for dependents must add them on at the time of initial enrollment, or subsequently when a “qualifying event” occurs such as marriage and childbirth. The employee is responsible for keeping The Overlake School Business Office advised of family coverage.

Should an eligible employee not elect healthcare insurance coverage through the School, an after taxable payment of 25% of the Overlake monthly cost will be added to the employee's pay on a monthly basis. Evidence of other healthcare insurance will need to be submitted with the non-election request.

In the event an employee either terminates or has a reduction in hours that results in loss of coverage, The Overlake School will provide the employee with a COBRA notice and information as required by law.

Military Spousal/Domestic Partner Leave

Any employee who works at least 50% FTE or more and whose spouse or state-registered domestic partner is deployed or about to be deployed or is on leave from deployment in a military conflict declared by Congress or the President is entitled to up to fifteen (15) days of leave of absence per deployment. The leave is unpaid except that the employee can use his/her paid time

off at the same time. An employee wishing to take this leave must notify his/her supervisor within five business days of receiving official notice that the spouse is being deployed or will be on leave from deployment. Upon conclusion of the leave, the employee will return to his/her position or an equivalent one unless the employee would otherwise have been terminated had he/she not taken the leave.

Payroll Notice

I agree that if The Overlake School advances any paid leave before it has been earned or advances or loans me any money during the course of my employment, or if I lose, damage or fail to return any Overlake property, The Overlake School is authorized to deduct from my wages sufficient funds to repay such loans or advances, or to replace its property.

Retirement Plan

Eligibility: All full and part-time employees working at least 50% FTE are expected to enroll in the retirement plan beginning the first of the month following hire (or the 1st of the month if hire date is the 1st). Participation in the plan is automatic upon eligibility, however the employee may opt out of the plan if he/she so desires.

Plan Description: The retirement plan is a defined contribution money purchase plan administered by TIAA-CREF. The School's plan has a four-tiered contribution structure based upon an eligible employee's years of service at The Overlake School. The School will contribute either: 5%, 7%, 8% or 10% of the employee's contract salary when the employee contributes either 3% or 5% of the employee's contract salary. Employee contributions take the form of salary reductions (pre-tax contributions). Subject to federal tax regulations, employee contributions may exceed the 3% or 5% employee contribution amounts. The maximum amount of such additional contributions is calculated by TIAA-CREF.

Description of Tiers: The pension plan has a four-tiered contribution structure.

Tier	School Contribution	Employee Contribution	Total Contributions
Tier 1	5%	3%	8%
Tier 2	7%	5%	12%
Tier 3	8%	5%	13%
Tier 4	10%	5%	15%

Eligibility for Tier 1 is participation in the plan. Participation in Tier 2 through Tier 4 is based upon years of service at The Overlake School. Participants entering their sixth year of employment enter Tier 2. Participants entering their eleventh year of employment enter Tier 3. Participants entering their sixteenth year of employment enter Tier 4. When an employee is eligible, they have the option to participate in Tiers 2, 3, or 4. If an employee chooses not to participate in Tiers 2-4, the employee and employer contributions stay at Tier 1 levels.

Sabbatical Program

Eligibility: All full-time employees who have served ten or more years of full-time service at Overlake.

The School will provide for one sabbatical per year, as approved by the Sabbatical Committee. The sabbatical may be for either one full year at half-pay, or a one semester at full-pay. The timeline will be as follows:

Nov. 30 – proposals received by school Head

Dec. 15 – notification to recipient of sabbatical grant

Guidelines for proposals: Proposals should be for the purpose of pursuing a graduate degree in the teaching field, and/or pursuing independent study that will add to the employee's expertise in their work at Overlake. It is the Sabbatical Committee's responsibility to select the proposal that in their opinion best advances the school's educational program.

Expectations/Benefits: The expectation is that the employee granted the sabbatical will not be employed during the sabbatical period, other than part-time, or work in connection with the project. Full-time benefits apply, based on current salary placement. Exceptions are employer retirement contributions which are based on actual pay, and there is no accumulation of Time Away from Work/vacation days. Other seniority-based benefits accrue without change. Employees engaging in graduate work may, in addition to salary, receive whatever tuition assistance program is available to employees.

Sabbatical Committee: Head of School, US Head, MS Head and Director of Teaching and Learning

Post-sabbatical requirement: Recipient must return for one-year of service in the year following the sabbatical year, or reimburse the school for the salary earned during the sabbatical. The employee must also make a presentation to the school upon return as to encourage other employees to consider the sabbatical program in their professional planning.

Funding: The sabbatical program is funded by the Faculty/Staff Endowment Fund.

Support for Professional Development

Eligibility: All employees

All employees are encouraged to attend seminars, workshops and conferences as well as to take courses related to their field. A form for requesting a professional development grant is available online. Grants are awarded by the Head of School in consultation with the Director of Teaching and Learning for faculty requests and supervisors for staff requests, according to criteria relevant to the faculty or staff member's responsibilities, goals set by a school division or department and or a project or program deemed important to the school. Grants for the development of new courses requested by the school may be awarded upon the recommendation of a department chair and the division head. Grants for seminars, workshops and conferences may range from partial to full reimbursement. Grants for coursework cover 50% of tuition and are subject to the limits of funds in the annual professional development budget.

Time Away From Work (TAFW) & Request Process

The Overlake School is fortunate to have dedicated employees. We recognize their passion and the commitment they make to be present on a daily basis to conduct the school's important work – educating Overlake students. We also recognize that there are times when an employee cannot be present, and for that reason the School has a Time Away From Work (TAFW) policy to address how the school handles an absence, from a philosophical as well as practical basis.

The School's mission is realized when it maintains a positive educational climate. Part of that is having our employees present every day. While we make an attempt to hire excellent substitutes,

they cannot duplicate the environment established by a student's regular teacher. The School is prepared to cover substitute costs, and budgets a fixed annual amount for that purpose. As much as possible we want teachers to be available throughout the school year.

Faculty and School-Year Staff are provided up to 10 days TAFW earned 1 day per month from September through June annually. Administrators and Staff are provided up to 12 days TAFW earned 1 day per month. Other temporary or seasonal employees (ie: interns, coaches, summer help, etc.) earn 1 hour TAFW per 40 hours worked.

The purpose of these days is to provide for absence because of illness, additional maternity/paternity leave, family emergencies, religious holidays and such other exigencies that cannot be scheduled on non-school days. We also recognize that our employees have families and these days provide time when special family occasions arise, such as weddings, graduations and other major life events. These days are not intended for additional vacation, to extend a weekend or for additional days before or after a school break. The latter is consistent with the school's message to parents and students not to leave early or return late around school vacations. Employees may request a leave of absence without pay for reasons not covered by the guidelines noted above. Such requests should be submitted to supervisors for forwarding to human resources.

For full-year employees, Time Away From Work Days can be accumulated, provided that no more than 90 days may be carried from school year to school year (July-June). These 90 days serve as a safety net to ensure employee pay continuity should they need more than the days earned in any given year. When these accumulated days are exhausted, Short Term Disability takes effect at 60% pay until Long-Term Disability (if eligible) starts on the 181st day (also 60% pay).

Temporary or seasonal employees may not carry over more than 40 hours in any calendar year, and such employees who do not work for the school for a 12 month period will lose their remaining balance.

TAFW balances are not paid out to any employee at termination of employment.

Process to Request Time Away From Work

Employees should notify their supervisor as much in advance of the time away so suitable coverage may be arranged. Every attempt will be made to grant leave on the day requested. However, supervisors may need to coordinate requests so that the educational process and school operations will not be compromised.

Paid Time Away From Work, except for emergencies or any other leaves required by federal or state law, will not be granted during pre-and post-service days, finals prep, finals and important school event days.

Travel Assistance - Emergency

If you have a medical emergency while you are more than 100 miles away from home, you don't have to face it alone. With one simple phone call, you can be connected to Assist America's staff of medically trained, multilingual professionals who can advise you in a medical emergency, 24x7. You will be immediately connected to:

- pre-qualified, English-speaking doctors, hospitals, pharmacies, and dentists anywhere in the world,
- medical consultation, evaluation, and referral,
- hospital admission guarantee,
- emergency medical evacuation,
- lost prescription assistance, and
- legal and interpreter services and more

You or your family (whether traveling together or separately) can activate Assist America's emergency services with one call to the number on your Assist America ID card, whether you are on vacation or on a business trip (spouse business travel excluded).

If you or your family member has a medical emergency and are more than 100 miles from home, call or e-mail:

(800)-872-1414 within the U.S. or (301)-656-4152 outside the U.S.

Membership number: 01-AA-SUL-100101

medservices@assistamerica.com

E-mail, Employer name, Employee name

Identity Theft Protection

Identity theft is a serious crime. Each year, millions of Americans have their personal financial information stolen and must spend a significant amount of time and money to restore their records. If you ever become a victim of identity theft, you don't have to face it alone.

You have the support of a powerful Identity Theft Protection program through Assist America's SecurAssist® Identity Protection program. It provides:

- 24x7 telephone support and step-by-step guidance by anti-fraud experts,
- an expert case worker who is assigned to you and will help you notify your credit bureaus and file paperwork to correct your credit reports,
- help canceling stolen cards and reissuing new cards, and
- help notifying police, financial institutions, and government agencies.

If you are the victim of financial or medical identity fraud, call:

Call	Membership number
877-409-9597	01-AA-SUL-100101

Services provided by Assist America's SecurAssist® Identity Protection to active employees enrolled in Sun Life's Group Basic Life insurance.

You can also help stop identity theft before it happens:

- You can securely register up to 10 credit or debit cards for 24x7 surveillance.
- Registered cards are monitored using sophisticated webcrawling technology that watches underground chat rooms where thieves are selling and trading stolen personal information.
- You receive early warning of potential threats and are notified if your identity has been misused.

Tuition Remission

Eligibility: All full-time employees.

Full-time employees will need to apply for financial aid. The School when calculating the amount of financial aid to the employee will only consider 40% of the employee's Overlake salary in that calculation.

Unpaid Leaves of Absence for Personal Reasons

Eligibility: Full-time employees

The School, at the Head's sole discretion, may grant an unpaid leave of absence to eligible employees based on an employee's work record, the School's staffing needs, and the request for leave. Any earned pay prior to the leave will be paid based on actual days of service. Employees returning from a personal leave of absence are not guaranteed to return to their former job, but the School will do its best to preserve the position and return the employee to his/her former position. Of course, the length of the leave and the School's needs may affect this. If a position is available for which the employee qualifies, the employee may compete for that opening at the conclusion of the leave. A personal leave of absence must be requested in writing, and is generally available to employees with at least seven years of service.

Group insurance coverage will terminate when unpaid leave of absence commences. If the employee desires to continue insurance coverage (and if policy provisions permit it), the employee can elect COBRA benefits. This above policy does not apply to unpaid leave taken under either the federal or a state family and medical leave or maternity/parental leave laws.

Vision Insurance

Eligibility: Full-time employees - school pays cost

Part-time employees – working 50% FTE or more, School pays proportional cost.

All full-time and part-time employees working at least 50% FTE are entitled to full vision benefits. The Overlake School will provide coverage to employees working 50% FTE but less than full-time at a prorated expense to the employee. The benefit becomes effective on the first day of the month following the date of first employment. School paid coverage is for eligible employee only.

Vision Service Plan (www.vsp.com -- customer service call 1.800.877.7195 – Overlake Plan Number 12087383) provides coverage. Employees are encouraged to review and understand the plan before signing up for coverage. General information on the plan can be found at the website and specific information by calling VSP's customer service area. Plan brochures are available from the Business Office.

Employees who desire vision coverage for dependents must add them on at the time of initial enrollment, open enrollment, or any qualifying event. Please note that this option is available at the discretion of the provider. The employee is responsible for keeping The Overlake School advised of family coverage.

The employee pays 65% of the total cost for dependent coverage. When the employee elects dependent coverage, the monthly premium payment is automatically deducted from the employee's paycheck pre-tax.

In the event an employee terminates or has a reduction in hours that results in loss of coverage, The Overlake School will provide the employee with a COBRA notice and information as required by law.

Worker's Compensation Insurance

Eligibility: All employees; School pays the cost

All employees are covered under the Washington Workers' Compensation Act. Any employee who suffers personal injuries arising out of or in connection with her or his employment at the School will receive adequate and reasonable medical services as well as lost earnings compensation for time away from the job. The employees' time away from work leave benefit will be charged for the portion of earnings not included in Workers' Compensation payments made to the employee. Any employee injured at work must report the accident immediately to both the employee's supervisor and to the Business Manager.

POLICIES AND PROCEDURES

INTRODUCTION

The Overlake School is a coed independent day school offering programs in grades 5-12. As an employer, the school is committed to equal employment opportunities for all persons without regard for race, color, religion, pregnancy, national origin, age, gender, marital status, sexual orientation or gender identity, disability, veteran status, or genetic information and any other basis protected by federal, state or local law.

The purpose of this Employee Handbook is to bring together in a convenient place a summary of some of the policies that affect our employees. Employees should read this handbook, become familiar with its content and refer to the handbook whenever a question regarding employment with Overlake arises. However, the Handbook will not answer all of the questions employees may have about School policies or benefits. If the Handbook does not answer the question, employees should contact the Business Manager (for benefits-related matters) or the Middle or Upper School Heads or the Head of School for assistance. The Handbook revokes and supersedes any prior summaries or statements of employment policies and procedures.

The Overlake School expects to revise and update this Handbook from time to time. We will advise employees of changes or additions or deletions in policies and procedures covered in this Handbook by circulating such changes or additions or deletions either in writing or electronically.

*This Handbook is **not a contract of employment**. It does not promise or guarantee any particular benefit or specific action. As explained in this Handbook, all employment with The Overlake School is "at-will" which means that the School or employee may terminate our employment relationship at any time, with or without cause, and with or without notice. The only exception arises when individual written agreements provide advance notice of termination. No one at The Overlake School has the authority to enter into any agreement for employment inconsistent with the at-will status.*

Questions regarding the administration of the benefits programs should be addressed to the Business Manager.

Absences

Administration & Program Directors and Staff

Administrators and Program Directors (non-faculty or non-staff) should email the Business Office with a copy to the Head of School if they are absent for the day, or part of the day.

Staff members should notify their supervisors if they are absent for the day or part of the day. The Administrator will in turn will notify the Business Office.

Faculty Absence – full or partial day

Per the General Statement of Terms of Employment given with faculty contracts, the academic day starts at 8:10 AM (with exception of zero period teachers who start at 7:20 AM) and ends at 3:10PM. Full-time teachers are required to be at school during these hours, and such other times before and after school for parent conferences, department/committee/faculty meetings and consultation with students.

Personal/Sick day absences are tracked to the quarter day. One period is considered a quarter day, two periods is considered a half day, and three or more periods is considered a full day. Off campus activities related to school business (field trips, sporting events) or professional development (conferences, workshops) do not count towards paid time away from work, but still need to be noted.

Necessary faculty absences are covered by a combination of in-house coverage and Overlake Substitutes. In the case of any absence, the MS/US Administrative Assistant needs to be informed as soon as possible by phone or email. In-house coverage will be arranged either by the MS/US Administrative Assistant or within the department. Overlake Substitutes coverage will be arranged solely by the MS/US Administrative Assistant.

In cases where the absence is planned, teachers need to complete a Planned Absence form. The form can be emailed or turned in to the MS/US Administrative Assistant.

If faculty must leave campus for school or other personal business during non-class time, the teacher is requested to inform the MS/US Administrative Assistant and the Division Head in case an emergency arises during the teacher's absence as the school must be able to account for every student, faculty and staff member during an emergency. Personal leave time during the school day will count against time away from work balances.

Communication

The MS/US Administrative Assistant will email the Head of School, Division Heads, Business Office and Department Chairs of faculty absences. The information will consist of name, duration of absence (full or partial day (1 to 2 periods is partial) and whether the absence is for personal, school business (e.g. field trip, game), or professional development (workshop, conference).

Administration, Program Directors & Staff: see above for reporting procedures

Abuse or Neglect

- **Mandatory Reporting Guidelines for Child Abuse and Neglect**

Professional staff (including but not limited to: teachers, counselors and administrators) must immediately (within forty-eight hours) notify Child Protective Services (CPS) or law enforcement

when they have reasonable cause to believe that an incident of abuse or neglect of a child has occurred. In these guidelines, these individuals are referred to as “mandatory reporters.” The failure of a mandatory reporter to make or cause to be made a child abuse or neglect report as provided above, may result in such staff member being charged with a crime (a gross misdemeanor). All other school employees are required to report any information they have regarding abuse or neglect of a child to school administrators or the counseling staff immediately upon learning such information. Under the law, a school employee who, in good faith, makes a report or testifies about alleged child abuse or neglect in a judicial proceeding is immune from any liability arising out of such reporting or testifying. The statute and useful explanations are attached as an Appendix to these Guidelines.

Specific Guidelines for Overlake School Employees:

- 1) Questions about the Duty to Report. Any School employee who suspects or has information regarding child abuse or neglect or the procedures should immediately consult a school counselor or school administrator. That school counselor or administrator may actually make the required report or may assist the mandatory reporter in the process. If a mandatory reporter cannot immediately locate a school counselor or administrator, he or she shall immediately contact CPS or law enforcement when there is reasonable cause to believe that a student has suffered abuse or neglect. Such contact should be made at the first opportunity, but no longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse or neglect.
- 2) Advising Administration. The mandatory reporter must notify the Head of School, Upper School Head or Middle School Head, **Director of Student Support**, or Assistant Upper School Head of the report immediately following or at the same time as his or her report to CPS or law enforcement. School administrators will determine whether to notify the student’s homeroom advisor.
- 3) Notifying the Student of the Report. When reporting to CPS or legal authorities, the School is not required to notify the student that a report has been made. The school administrators, in consultation with the appropriate counseling staff, may elect to do so. For example, the School may elect not to advise the student if the incident has been credibly reported to the School anonymously.
- 4) Notifying the Parent(s)/Guardians. Overlake personnel will not ordinarily notify the parent or guardian that a report has been made, particularly when a parent or guardian is the person accused of the abuse or neglect. Notification of those cited in the abuse or neglect report is the responsibility of CPS, if needed for investigation. CPS prefers school personnel not to notify those cited (such as parents) of a report, as it may interfere with its investigation. Upon inquiry from a parent, a school employee will generally not disclose the fact of or content of any report.
- 5) Limits of Investigation. When making a report, the mandatory reporter need not prove nor be certain that abuse or neglect has occurred. Rather, the standard requiring a report is “reasonable cause” to believe that abuse or neglect has occurred. CPS or law enforcement will conduct the investigation to determine whether abuse or neglect actually occurred. It is not the school’s obligation to conduct an investigation before a report is made, nor after, as it is outside of the scope of the School’s role or abilities and may interfere with a CPS or law enforcement investigation.

- 6) Incident Reports. For each report that is made, an incident report will be kept in the school counselor or administrator's personal locked file, separate from school records. Each person with knowledge of the situation will be asked to document his or her knowledge and any action taken. No documentation will be placed in the student's official file or record.
- 7) Interviews on Campus. Upon receiving a child abuse or neglect report, CPS or law enforcement personnel may interview the child or children involved. The primary investigating agency (CPS or law enforcement, including the prosecuting attorney) is responsible for ensuring that the interview and investigation are lawful. This may include interviewing children on school premises outside the presence of parents. If CPS or law enforcement seeks to interview a student on campus, front office personnel will notify an administrator or counselor. Prior to permitting a student to be interviewed, proper identification of the interviewer as an employee of CPS or law enforcement is required. Parental notification of, and when appropriate, consent for, the interview is the responsibility of CPS or the law enforcement agency. A third party, such as a teacher, counselor or school administrator, may be present during the interview, unless the child objects or the interviewer determines the third party may jeopardize the course of the investigation.
- 8) Custody. Pursuant to RCW 26.44.050, a law enforcement officer may take a child into custody without a court order. A CPS employee must be accompanied by a law enforcement officer or have a court order to take a child into custody. Proper identification of these individuals as CPS or law enforcement personnel must be obtained before the child is released and a record containing this information shall be maintained.

Information about Child Protective Service's Reporting Procedures

If the child is in immediate danger, the mandatory reporter should call 911. Otherwise, reports are made to the Children's Administration (Child Protective Services, or CPS), under the Washington Department of Social and Health Services:

During the daytime - 1-800-609-8764

Nights and Weekends - 1-800-562-5624

Hotline - call **1-866-ENDHARM** (1-866-363-4276), Washington State's toll-free, 24 hour, 7 day-a-week hotline that will connect you directly to the appropriate local office to report suspected child abuse or neglect.

CPS will request the mandatory reporter's name and contact information to fulfill the reporter's obligation to report and to assist the agency in investigation should they need to come back to the reporter for additional information. Reporters may request that their identity be kept confidential. Reports may be made anonymously; however, anonymous reports may not be investigated unless one of the following are present: (a) a serious threat of substantial harm exists to the child; (b) conduct involving a criminal offense has, or is about to occur, to the victim child; (c) the Department of Social and Health Services has a prior report of abuse or neglect concerning a household member within the last three years of receipt of the current referral.

The following information will generally be requested to complete the reporting process: (1) the name, address and age of the child; (2) the name and address of the child's parent, guardian or other persons having custody of the child; (3) the nature and extent of the alleged abuse or neglect and the reasons for making the report; (4) any evidence of previous incidences or other

information that may relate to the cause or extent of the abuse or neglect; (5) the identity, if known, of the person alleged to have abused or neglected the child; and (6) any other information that may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.

Allegations Regarding Overlake Employees

In addition to the reporting obligations outlined above which would apply to abuse or neglect by an Overlake employee, an Overlake employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse, sexual misconduct or boundary invasion by another school employee, volunteer, contractor or subcontractor, must immediately report such abuse or misconduct to the Head of School, Upper School Head or Middle School Head, Director of Student Support, or Assistant Upper School Head. Any administrator who receives a report from anyone of such a nature must alert the Head of School immediately. The administrator also must report to the proper law enforcement agency if he or she has reasonable cause to believe that abuse or neglect has occurred as required under the law. Aside from any action by CPS or law enforcement, the School will review the circumstances carefully and make a separate decision regarding the allegations and the accused's continued relationship with the School.

Appendix 1

Obligation to Report- RCW 26.44.030:

(1)(a) When any practitioner, county coroner or medical examiner, law enforcement officer, professional school personnel, registered or licensed nurse, social service counselor, psychologist, pharmacist, employee of the department of early learning, licensed or certified child care providers or their employees, employee of the department, juvenile probation officer, placement and liaison specialist, responsible living skills program staff, HOPE center staff, or state family and children's ombudsman or any volunteer in the ombudsman's office has reasonable cause to believe that a child has suffered abuse or neglect, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency or to the department as provided in RCW 26.44.040.

(f) The report must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse or neglect. The report must include the identity of the accused if known.

(2) The reporting requirement of subsection (1) of this section does not apply to the discovery of abuse or neglect that occurred during childhood if it is discovered after the child has become an adult. However, if there is reasonable cause to believe other children are or may be at risk of abuse or neglect by the accused, the reporting requirement of subsection (1) of this section does apply.

Abuse and Neglect:

Child abuse or neglect means the injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment of a person under the age of 18 by any person under circumstances which indicate that the child's health, welfare and safety is harmed. The physical discipline of a child is not child abuse when it is reasonable and moderate and is inflicted by a parent, teacher or guardian for purposes of restraining or correcting the child. The age, size, and condition of the child and the location of the injury must be considered when determining whether the bodily harm is reasonable or moderate. Any use of force on a child by any other person is unlawful under Washington State criminal law and should be reported, unless it is reasonable and moderate and is authorized in advance by the child's parent or guardian for purposes of restraining or correcting the child. Corporal punishment of students by school employees is prohibited.

The following actions are presumed unreasonable when used to correct or restrain a child: (1) throwing, kicking, burning, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) interfering with a child's breathing; (5) threatening a child with a deadly weapon; or (6) doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks or which is injurious to the child's health, welfare or safety. The age, size, and condition of the child and the location of the injury are considered when determining whether the bodily harm is reasonable or moderate. This list is illustrative of unreasonable actions and is not intended to be exclusive. (RCW 9A.16.100; WAC 388-15-009).

Sexual exploitation includes, but is not limited to, such actions as allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in (a) prostitution; (b) sexually explicit, obscene or pornographic activity to be photographed, filmed, or electronically reproduced or transmitted; or (c) sexually explicit, obscene or pornographic activity as part of a live performance, or for the benefit or sexual gratification of another person. (WAC 388-15-009)

Negligent treatment or maltreatment means an act or omission, or the cumulative effects of a pattern of conduct, behavior, or inaction, on the part of a child's parent, legal custodian, guardian, or caregiver that evidences a serious disregard of consequences of such magnitude as to constitute a clear and present danger to the child's health, welfare and safety. Evidence of substance abuse by a child's parent, legal custodian, guardian, or caregiver shall be given great weight when considering whether a clear and present danger exists.

A child does not have to suffer actual damage or physical or emotional harm to be in circumstances which create a clear and present danger to the child's health, welfare, or safety. Negligent treatment or maltreatment includes, but is not limited to, failure to provide adequate food, shelter, clothing, supervision, or health care necessary for a child's health, welfare, or safety. Failure to cause a child to attend school as provided by law may also be considered as contributing evidence of neglect. Poverty and/or homelessness do not constitute negligent treatment or maltreatment in and of themselves. The fact that siblings share a bedroom is not, in and of itself, negligent treatment or maltreatment.

AIDS/HIV Training

The school sponsors a two-hour training program on how to deal with bloodborne pathogens (such as HIV or Hepatitis B) in the event of occupational exposure during first aid treatment. Washington Occupational Health Standards require that "Employers shall ensure that all employees with occupational exposure participate in a training program which must be provided at no cost to the employee."

The training sessions, conducted by the Athletic Trainer, are held during New Faculty/Staff Orientation. All Overlake School staff are required to participate in a one-time, HIV/HBV session. Each year newly hired staff will be asked to attend unless they can provide proof of having received the training through another school or institution.

Annual Giving

Employees will be asked each year if they wish to participate in the Annual Giving Program. Annual Giving is the school's voluntary contribution program. Contributions are tax-deductible. Although participation is not a requirement, it is a concrete way in which to show support for Overlake. No one should ever give more than his or her ability allows, and every gift is significant.

Anti-Harassment Policy

Harassment will not be tolerated.

The Overlake School is committed to providing a workplace and a campus free of verbal, physical and visual forms of harassment so that everyone can work and learn in a productive and respectful environment. Harassment based on sex, race, national origin, religion, age, disability, sexual orientation, or any other basis prohibited by local, state or federal law is strictly prohibited. The Overlake School does not tolerate harassment, based upon any protected status, by anyone in the community including faculty, staff, students, parents, visitors and others. Faculty and staff who violate this policy are subject to discipline, up to and including possible termination. Student violations of this policy will be addressed separately.

What is harassment?

Examples of harassment based on race, sex, national origin, religion, sexual orientation, age or disability can include, but are not limited to:

- Cartoons or other visual displays of objects, pictures or posters that depict such protected groups in a derogatory way;
- Verbal conduct, including making or using derogatory comments, epithets, slurs and jokes towards such groups.

Sexual harassment is generally defined as unwelcome sexual advances, requests for sexual favors, or other visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or other benefit;
- Submission to or rejection of such conduct affects employment or educational opportunities; or
- The conduct interferes with one's work or ability to participate in School programs or creates an intimidating, hostile or offensive work or school environment.

Sexual harassment includes harassment based on another person's gender or harassment based upon pregnancy, childbirth, or related medical conditions. It also includes harassment of another employee of the same gender as the harasser.

Examples of sexual harassment include, but are not limited to, the following types of behavior:

- Unwelcome sexual advances, like requests for dates or propositions for sexual favors;
- *Excessive*, one-sided, romantic attention in the form of requests for dates, love letters, telephone calls, emails or gifts;

- Offering or conditioning a benefit, like a raise, a promotion or a special job assignment, in exchange for sexual favors;
- Making or threatening reprisals, or changing expectations or taking some adverse action after an employee or student has turned down a sexual advance;
- Visual or physical conduct, like leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, calendars or posters in the workplace;
- Verbal conduct, like making or using derogatory comments, epithets, slurs, teasing and jokes of a sexual nature;
- Graphic verbal or written comments (including emails or other electronic documents) about an individual's sex life or body;
- Sexually degrading words used to describe an individual;
- Suggestive or obscene letters, emails, notes or invitations; and
- *Unwelcome* physical contact, including pats, hugs, brushes, touches, shoulder rubs, assaults, or impeding or blocking movements.

This policy is also violated if an employee is fired, denied a job, or denied some other employment benefit because the employee refused to grant sexual favors, complained about harassment, or assisted in an investigation of harassment.

The Overlake School is committed to taking reasonable steps to prevent harassment from occurring and will take immediate and appropriate action when we know that unlawful harassment has occurred. To do this, however, we need the cooperation of all members of The Overlake community at all levels.

What to do if harassment occurs.

Each person associated with the School is responsible for supporting and adhering to this policy. No one should ever tolerate inappropriate behavior. He or she should make his/her feelings known to the offending persons. In many cases if one makes his/her feelings known to the offending persons, tells them the conduct is not appropriate, and asks them to stop, this may take care of the situation. However, if any employee or student is not comfortable doing this, then he or she must promptly report any offending behavior, whether such behavior is directed towards him or her personally or to others at The Overlake School. Reports of offending behavior may be made to the Head of School, the Upper School Head, the Middle School Head, the Business Manager, or any other supervisor. Employees and students are strongly encouraged to report concerns about discrimination or harassment before behaviors become severe or pervasive, as The Overlake School prefers to stop discrimination or harassment before it rises to the level of a violation of the anti-discrimination laws. Supervisors and managers who know or receive reports or complaints of offending behavior must promptly notify the Head of School so that appropriate action can be taken.

The Overlake School will promptly and thoroughly investigate all claims of harassment. Complaints of discrimination or harassment will be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law. Generally this means that

allegations of discrimination or harassment are shared with those who have a need to know so that the School can conduct an effective investigation.

The complaining person is usually requested to provide as many details as possible, such as the dates(s), location(s), names(s) of witnesses, or information about the alleged harasser(s). Persons with relevant information will be interviewed. During the investigation, steps may be taken, when appropriate, to minimize contact between the complaining person and the alleged harasser, like schedule changes, temporary transfers or investigatory leave, usually for the alleged harasser. After the investigation is completed, the School will share its findings with the complaining person, the alleged harasser, and if appropriate other employees directly concerned with the incident.

If The Overlake School concludes that unlawful harassment occurred, prompt and effective remedial action will be taken. This may include discipline of the harasser and other actions to remedy the effects of the harassment and prevent further harassment. No action will be taken against any employee who in good faith asserts a complaint of harassment or assists in the investigation of such a complaint. Anyone who believes they have been retaliated against for having reported harassment or participated in an investigation must promptly notify the Head of School so their concerns can be investigated. Appropriate corrective measures will be taken if allegations of retaliation are substantiated.

Calendar

The annual printed calendar is developed by the school's administration. To see the online school calendar please go to <https://portals.veracross.com/overlake>

Campus Communication

For employees, there are two major sources of information about Overlake – overlake.org website and login to MyOverlake, the school's intranet site. On the school's website homepage, you'll find *Overlake News*, which includes stories and information relevant to anyone interested in Overlake, including the general public. MyOverlake is a password protected portion of our website that is for the Overlake Community, including staff/faculty, students, and parents. Here you'll find the staff/faculty directory, all school calendar, HR forms and information, and more. There are several Informational Screens located throughout campus which provide daily event information, including class day and sports scores.

Closure of School

If the Head of School determines that school is to be closed, Overlake uses an automatic system that notifies parents and employees in a timely manner. Employees and parents will receive both telephone and email and text notifications. When school is closed because of inclement weather, no student activities may continue to take place on campus, including scheduled events and activities such as sports games and practices, arts rehearsals and performances. School closure information is also listed on **overlake.org** and reported on all major TV and Radio stations.

Complaint Resolution Procedure

The Overlake School is committed to open communications and to providing an internal process for resolving employee questions, concerns or complaints. Employees are encouraged to informally discuss issues and concerns with their supervisors or the appropriate senior administrator at any time. When informal measures are insufficient to resolve a specific

employment-related issue, employees are encouraged to use the following formal internal procedure.

Step 1: Formal Complaint. The employee should present the specific complaint to his or her supervisor, either verbally or in writing, within 30 business days of the incident. The supervisor should promptly respond, in the same form as the initial complaint, with a goal of a response within five business days. If the specific complaint involves the supervisor directly, or if the employee is reluctant to discuss the situation with his or her supervisor, he or she may immediately proceed to Step 2.

Step 2: Appeal Process. In any of the following circumstances: (a) if the employee is not satisfied with the supervisor's response at Step 1, (b) the supervisor did not respond in a timely manner, or (c) if the employee is not comfortable discussing the complaint with the supervisor, the employee may bypass the supervisor by submitting a written complaint to their supervisor's supervisor (typically a member of the administrative staff, hereafter called an administrator) within either ten business days of receipt of the supervisor's response at Step 1 or 30 business days after the incident leading to the complaint if Step 1 was skipped. The administrator should provide a written response to the employee as promptly as possible, with a goal of within ten business days.

Step 3: Final Appeal. If the complaint involves an administrator or if the employee is still not satisfied with the response received at Step 2, the employee may submit a written complaint to the Head of School within ten business days of receiving the response under Step 2. The Head of School will provide a written response to the employee as promptly as possible, with a goal of within ten business days. The Head of School's response will be considered the final decision regarding the employee's specific complaint.

Special Case: Complaints involving the Head of School or from employees who fear reprisal (whistleblowers). Such complaints should be directed, within 30 business days of the incident, to the President of the Board of Trustees or the Chair of the Board's Personnel Committee. The Board's Personnel Committee Chair or his or her designee may investigate the complaint to the extent he or she deems necessary. The Personnel Committee Chair shall determine the appropriate response in consultation with the Board's Executive Committee and provide a written response, with a goal of within 30 business days. The determination in this case shall be considered final.

Overlake School will not retaliate against any employee who presents a complaint under this policy or raises any questions, issues, or concerns regarding their employment with Overlake School so long as such effort is made in a respectful, professional manner in good faith by the employee.

Confidentiality

Overlake employees have access to a variety of information about students, alumni and their families. Enrollment contracts give the school permission to use "directory information" for current students in its own publications, electronic and print. Directory information is defined as name, community of residence and student activities. All other information must be held in confidence in perpetuity. Employees of the school agree not to disclose confidential information obtained from The Overlake School to anyone unless required to do so by law. Employees also agree not to use information about students, alumni and their families for personal gain in any way.

Counseling Referral for All Faculty and Staff

The well-being and safety of our students is the responsibility of all Overlake faculty and staff. For that reason we ask that teachers and staff members contact the School Counselors and/or administrators to address either individual student or group needs and concerns.

Concerns may arise which do not fall under the Washington State Department for Social and Health Services definition of abuse or neglect, although they still require that contact be made with the School Counselor and/or other school administrators. School personnel who become aware of inappropriate student behavior, such as bullying, malicious teasing, taunting, and hazing or related initiation activity, are responsible for reporting such incidents to the School Counselors and/or school administrators so that prompt and suitable action can be taken. This also applies to noticing significant behavioral or emotional changes in a student, or noticing concerning statements, topics or themes in a student's work, written or otherwise.

As a general rule for reporting such incidents/behaviors/observations: **when in doubt, please see a school counselor.**

School Counseling Confidentiality Statement

Confidentiality:

Information provided by students to certified school counselors during personal counseling sessions is confidential and protected under the Federal (code 42CFR) and State (code RCW 71.05.390) Confidentiality Regulations and cannot be disclosed without the student's written consent, except under the following conditions (per the aforementioned codes):

- A. If the counselor has reasonable cause to suspect child abuse occurrences; or abuse against the developmentally disabled; or abuse of senior adults
- B. If the student/counselee is believed to be a dangerous threat to the physical safety of him/herself or others
- C. If the counselor is subpoenaed by an official court and no client-counselor privileges are established by statute in the case.

Other Limitations & Referrals:

All suggestions, recommendations, or instructions received through personal counseling are advisory only and not mandatory. As sensitive, caring professionals, the certified school counselors aim to help students develop and apply effective life-management skills, recognizing that students may opt not to follow their advice.

If a student as a member of The Overlake School community should fall under school discipline, matters relating to that situation which are addressed in counseling may be divulged to those Administrators making disciplinary decisions in order to aid them in their process of determining a fair and judicial resolution. Counselors will offer such relevant information with the greatest respect for the confidential nature of their relationship with students and their role as advocates for the student population.

Personal counseling by Overlake's certified school counselors is not a substitute for licensed, professional care by a trained psychologist, psychiatrist, medical doctor or other health care provider. If a student and/or his/her parents or legal guardians wish to seek professional, licensed care, the school counselor may make an appropriate and informed referral for the family. Such a referral is a recommendation and not a guarantee of the outcome or quality of such outside professional care.

Communications Department

The Communications Department is responsible for all electronic and print publications, including overlake.org, *The Overlaker* magazine, informational screens, reader board, brochures, flyers, as well as all advertising and marketing of Overlake and its programs and people. The Communications staff work with parents, students, faculty and staff to develop content for all communications across the campus.

The Communications Department also includes the Front Office Manager position, which is responsible for answering the phone, greeting visitors, sending all-school emails or hard copy mailings, stationary and business cards and providing support for the Communications Department.

Development Department

The Development Office is responsible for fundraising, special events, alumni program and the Overlake Fund. The department hosts events such as the Welcome Back to School Coffee, Grandparents' and Special Friends' Day, Reunion Weekend, the Volunteer Breakfast and special celebrations, such as the opening of new buildings and school anniversaries. Staff also work closely with the PFSA (Parent/Faculty/Staff Alliance) and provides support for their activities, especially their annual benefit auction.

Disability

Overlake will not deny any individual with a disability the opportunity to participate in or benefit from the goods, services, facilities, privileges, advantages, or accommodations provided by the school. Overlake will not provide individuals with a disability with unequal or separate benefits provided to non-disabled individuals. Overlake will make reasonable accommodations and modifications in its policies, practices, or procedures when such accommodations or modifications are necessary to provide equal benefits to staff and students with disabilities.

Drugs, Alcohol and Tobacco

Drug, alcohol and tobacco use is incompatible with the educational environment. No member of the Overlake community should knowingly use illegal drugs or any mind-altering substance, possess them, participate in their known sale or exchange, or possess any of the paraphernalia connected with them or be under any influence of alcohol or illegal drugs (including legal drugs not used in accordance with a prescription or dosage standards in the case of over-the-counter medication) during work time. No member of the Overlake community should abuse/misuse alcohol or prescription drugs. Smoking is prohibited on the Overlake campus and at all Overlake-sponsored activities.

The School reserves the right to require an employee to take a drug and/or alcohol test when the School has reasonable suspicion to believe that this policy has been violated.

Faculty, staff and volunteers supervising Overlake students on school sponsored field trips and programs (such as Project Week, retreats, outdoor education trips etc.) may not consume alcohol at any time, without distinction to direct or indirect supervision.

Electronic Communications & Technology Use

This policy sets forth general principles to be applied to use of the School's computers and all forms of electronic media (e-mail, telephones, voicemail, fax machines, on-line services, and the Internet) accessed on or from School premises, using the School's computer equipment, via School-paid access methods, and/or used in a manner that identifies the individual with the School.

All electronic media are to be used for School or other academic purposes. Limited, occasional or incidental use of electronic media for personal, non-School purposes is understandable and acceptable; however, all faculty and staff are expected to act with responsibility and professionalism in their use, and to be aware of privacy limitations set forth below.

No faculty or staff (outside of the IT Department) may download any upgrade or install any software on our computer system without express approval of the Director of Technology.

The electronic mail system, Internet access, and other electronic systems have been installed by the School to facilitate communications. Although each faculty or staff member has an individual password to access this system, the communications and the password belong to the School. The School respects the individual privacy of its employees. However, employee privacy does not extend to the employee's work-related conduct or to the use of School-provided equipment or supplies. Therefore, employees should never assume electronic communications are totally private and confidential.

Faculty and staff may not use electronic systems in any way that may be seen as insulting, harassing, or offensive by other persons. Examples of forbidden transmissions include sexually-explicit or sexually-related messages, cartoons, or jokes; unwelcome propositions; ethnic or racial slurs; or any other message that can be construed to be harassment or disparagement of others based on their sex, religion, race, sexual orientation, age, disability, national origin, or other protected basis. Faculty and staff should not use the e-mail system or Internet for gossip, including personal information, for forwarding messages under circumstances likely to embarrass the sender/recipient, or for situations where a personal meeting may be the best way to communicate on a sensitive topic. See additional guidelines under "E-Mail Protocol."

Using electronic systems for any purpose that is illegal, against School policy or contrary to the School's interest, may result in disciplinary action, up to and including termination.

Student Technology Use Policy

All students at Overlake must agree to the school's Technology Use Policy, available at https://www.overlake.org/programs/technology#acceptable_use . It is the entire community's responsibility to ensure that all students are upholding this policy and living up to the mission of the school with their use of technology. Please contact the Director of Technology if you are aware of any violations, or have any questions about the policy.

Electronic Communications Policy

Scope:

This online communication policy applies to all employees, contractors, vendors, business partners, or other parties with a material interest in The Overlake School, absent other specific authorization by Overlake.

Policy Statement:

Every employee or contractor at Overlake has actual or potential access to electronic communications tools, whether school provided or personally-owned, and we recognize that permitting our employees and vendors to use these technologies responsibly may be beneficial to both Overlake and the individuals involved. We want to promote an engaged workplace, in which employees feel able to express themselves freely and openly.

This policy lays out guidelines that Overlake employees and contractors should keep in mind when using online communication in reference to Overlake. The main thing to remember is this:

All applicable Overlake policies also apply to any electronic communications, social media or other online activities. You are still responsible for protecting our students, our professional reputation and yourself. Remember that everyone at Overlake has a responsibility to ensure the seamless operation of the school by following established policies and completing the work they are paid to accomplish. Personal use of social media and related social networks, like the personal use of cell phones, the Internet, and email, should be reserved for time when it doesn't impact your work, unless there is an emergency.

Overlake does not routinely target an individual's use of online communication, but we do monitor online use of our trade names, proprietary or confidential information, branding identity, and copyrighted information. Overlake is not precluded from investigating an individual's online usage or publicly accessible online accounts when circumstances call for it. The use of any Overlake computers, telephones or other digital devices, including Overlake network resources, for the transmission or receipt of electronic communications, creates no expectation of privacy by any individual on either end of such communications.

Be aware that disciplinary action can occur for violations of this policy and can include termination of employment or contract, and other interventions deemed appropriate by School Administration.

Special Instructions:

We recognize that technologies continue to expand and change. To this end, this policy shall be read as an evolving policy, encompassing all mediums of human interface and interaction, electronic or otherwise, including, but not limited to: instant messaging, text messaging, personal websites, blogs, professional networking websites, and rapid-fire communications.

Procedure:

- A. All online communication about Overlake programs (as defined in the Guidelines section below) coming from an Overlake-specific online platform must be authorized in collaboration with the Communications Department; there can be no Overlake site in Social Media or online unless it has been approved by Director of Communications.
- B. All existing electronic Overlake sites must be reviewed by Communications; they are subject to amendment and removal.
- C. In order to monitor content, maintain graphical standards, and assist in additional promotion the Communications Department shall be provided administrative rights to all social media accounts that endorse, promote, or otherwise reflect Overlake.

Guidelines:

- A. Department chairs, program directors and administrators are authorized to speak on behalf of Overlake in an official capacity. Remember that identifying yourself as a member of the Overlake community immediately connects you to your colleagues, students, parents, alumni, and donors. Those authorized to speak on behalf of Overlake programs must work with the Communications Department for assistance.
- B. Faculty, staff and other Overlake employees are authorized to speak on behalf of the Overlake School within the purview of their job description, but not on behalf of Overlake Programs without explicit authorization from the program director or Communications Department. For example, messaging parents and students with whom they have a need to communicate. The Communications Department is available to assist in such communications.
- C. If you are not speaking on behalf of Overlake in an official capacity, but are just a user of electronic communications, please consider the following guidelines:

I. What you should consider doing...

- A. Be authentic. Whenever you post or comment utilizing electronic communications, state your name and write in first person. When making comments about Overlake, or Overlake-related matters, you must disclose your connection with the school, and your role at Overlake. Please also see the Guidelines section above to determine whether you must seek authorization from the Communications Department to send such communications.
- B. Be transparent. Unless you are authorized to speak on behalf of Overlake (see Guidelines), you should state that the views and opinions expressed are your own. A disclaimer is recommended: “The opinions contained on this account/site are my own and don’t necessarily reflect [my employer’s] or [Overlake’s] positions, strategies, or opinions.”
- C. Be accurate. Errors and omissions could reflect poorly on Overlake and on yourself. If you make a mistake, acknowledge and correct it.
- D. Be professional. Be respectful to fellow employees, business partners, colleagues, competitors, students, and parents. Avoid using unprofessional or anonymous online personas.
- E. Be smart. Use good judgment and ask the following question before posting comments relating to Overlake: Could you be guilty of leaking information, intellectual property, student/customer data, or upcoming announcements? If the comment would enable a reader to piece together confidential information, don’t post it.

II. What you should never do...

- A. Don’t betray our students’ trust. Disclosing confidential student information in an inappropriate manner is ill advised and could result in severe repercussions. Overlake employees should never publicly make comments about a specific student’s information online, unless Overlake policy allows such comments within the scope of employment at Overlake. Remember that the uneven power dynamics of a school environment- in which adults have implied authority over students- continues to shape those relationships after the end of the school day, year, and even after graduation.
- B. Don’t “friend” students. Do not initiate or accept social media “friend” requests from current students (of any age) or former students under the age of 18 (unless you are the parent or legal guardian). Use professional discretion when “friending” alumni 18 years of age and older. (see A. above)
- C. Don’t “friend” parents. Employees are discouraged from friending parents of current or prospective students due to the inherent conflicts of interest that may arise.
- D. Don’t “text” students if you can help it. There are some members of our community that are piloting Microsoft Teams as a way to chat online with students in a group setting. If you are not using Microsoft Teams and need to text a student, please add another adult in the communication so that you are not texting one-on-one with a student.
- E. Don’t make endorsements. Endorsements of people, products, services or your employer without disclosure of your relationship to that product, service, or employer compromises your integrity and can place your employer at risk. Undisclosed relationships in endorsements can be a violation of federal regulations, such as COPPA, FERPA and HIPPA.
- F. Don’t cheat your employer. While at work, your primary responsibility is to Overlake – refrain from using electronic communications technologies when you are supposed to be doing your job, unless doing so is part of your job description, and consider the impact of

such on Overlake's network traffic as well as the diversion of your attention from your primary job.

- G. Don't get fired. Be wary of making statements that could be harmful to Overlake. It is not okay to post any of the following:
1. Work-related information that may compromise Overlake's business practices, student privacy and security, or organizational security;
 2. Derogatory or inflammatory remarks about an individual or an individual's race, age, disability, religion, ethnicity, national origin, physical attributes, sex, sexual orientation, marital status, veteran's / military status, or health condition;
 3. Copyrighted or trademarked information
 4. Confidential or proprietary information of any kind or nature.
 5. Don't alienate your co-workers. Use common sense, and don't gossip or post disrespectful comments about your colleagues.
 6. Don't assume that your comments will stay private. Even though online technologies have privacy controls, you should assume that anything you post may be seen by the general public, as well as by your employer. Remember that your friends can copy your posts and make them available to the public.

III. What you should never disclose...

- A. Student Information. Do not disclose student's last names in online communications. If you must identify a student, use only first name and the first letter in the student's last name, such as John D. for John Doe. (This pertains to the tagging of students in photos posted in online sites, such as Facebook and Instagram that can be viewed beyond our school community.) The capturing of student information, including digital images (Still or Motion) or audio, should conform to the guidelines mentioned above. If said images are captured on a personal device, such as a cell phone, they should be uploaded to Overlake's digital asset management system (Vidigami) and not be stored on a personal device. The tagging of photos in Vidigami is encouraged as it helps with the search and archival functionality. Please remember Vidigami is a closed photo sharing site for the Overlake community.
- B. Co-Workers / Overlake Business Partners. Do not capture images and/or audio of co-workers or other Overlake Business partners (faculty, visitors, vendors, etc.) unless authorized by Overlake policy.
- C. Intellectual property for student/employee data. Do not disclose Overlake's intellectual property, or Student/customer/employee/contractor data unless authorized by Overlake policy. This includes the use of any Overlake trademark, tradename or service mark in any online context, as well as information pertaining to Overlake physical plant security measures, network security, personnel identification, or other detailed operational data concerning any Overlake operations, facilities, or personnel at any location.
- D. Financial information. Do not disclose Overlake's financial or operating data or information of any kind or nature unless authorized by Overlake policy.
- E. Anything that would violate any Overlake policy or procedure: Again, we must emphasize that electronic communications creates new tools for expression, but does not create a new

world of communication and responsibilities. You are always obligated to follow Overlake policies and procedures.

IV. Questions and Concerns:

If you become aware of any use of electronic communications in any context which appears to deviate from this policy, please contact the Director of Communications.

E-mail Protocol

E-mail is "on the record": Whether formal or informal, e-mail constitutes a legal record and should be regarded as similar to any other form of written communication. If the potential for misunderstanding or disagreement is high, don't use e-mail to communicate your concerns. Instead, use e-mail to set up a meeting in which your concerns can be aired.

E-mail is best used for communicating brief factual information, arranging phone calls or meetings, and following up on previous communication. It is not appropriate for communicating strongly held opinions, bad news, emotionally charged messages, or for something that should not be part of a permanent record.

Please use caution and professional discretion when using Reply All in emails. Use care to only use Reply All in situations where all recipients, and not just the original sender, need to read your reply (and feel free to edit the CC's only to the relevant audience). Be mindful of the volume of email you generate and do simply hit "Reply All" automatically. Take a look at emailcharter.org for some more helpful suggestions on email etiquette.

E-mail is a great medium for communication when the following protocols are observed:

- You have time to write carefully
- Have a brief message
- Are writing to someone who shares your opinion or viewpoint
- Are writing on an emotionally neutral topic
- Know the recipient of your e-mail well
- Before copying your message to a broader audience, consider ramifications – unless it is a "list serve" you may want to consider the recipient's right to privacy.

Faculty/Staff Dress

The Overlake faculty believes that standards of neatness and appropriateness in clothing encourage an atmosphere conducive to learning, work, and discipline. The school has guidelines for appropriate student dress. Since faculty/staff model the kind of behavior we expect from our students, they are asked to adhere to the same guidelines as outlined for students. The student dress code is as follows:

Dress: Students are expected to be dressed appropriately for the occasion or task at hand, and in a manner that will not detract from the personal safety of the individual or group. A shirt, bottom (pants, shorts, leggings, a dress, etc.), and footwear must be worn at all times. Clothing that is see-through, displaying offensive or distracting words, pictures or slogans, advertising or promoting alcohol, illegal drugs, or a controlled substance, or containing sexual innuendos are not allowed. If a student is in violation of the code, please share that information with the Assistant Upper

School Head. Students will be counseled by the Assistant Upper School Head if their clothing is deemed inappropriate.

First Aid

Employees should handle any emergency calmly. Summon assistance at once and never leave an injured person alone. First aid kits are located around campus, and faculty members should familiarize themselves with their nearest location. The Front Office will make all necessary phone calls when an **Incident/Injury** has occurred. An **Incident/Injury** form must be completed **online**.

Hiring of Relatives

The Overlake School does not allow relatives (as defined below) to work directly for or to supervise each other.

- a. Relatives of persons currently employed by The Overlake School may be hired, transferred, and/or promoted only if they will not be working directly for or supervising a relative and/or spouse.
- b. For the purposes of this policy, a “relative” is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who related by blood or marriage. These may include (but are not necessarily limited to) spouse, domestic partner, parent, grandparent, guardian, in-law, step-parent, child, grandchild, step-child, sister, brother, aunt, uncle, niece, and/or nephew.

Jury Duty

Employees who are called for jury duty should notify the Head of School prior to accepting duty. Due to the disruption in the educational program, employees are encouraged to serve jury duty in the summer. If postponement is unsuccessful and the employee must serve, s/he will be compensated at the normal straight time rate less compensation provided for service by the court for the workdays spent as a juror.

Keys

School-issued keys to rooms and facilities may not be given to students. Keys in the possession of unauthorized individuals have the potential to increase loss and risk to persons and property.

Maintaining Appropriate Boundaries Between Students and Employees

To ensure that all students and employees create a working environment that allows adults and students to work effective with each other while also maintaining appropriate boundaries while guaranteeing that all members of the Overlake community are treated with dignity, respect, sensitivity, and fairness.

The following is a list of recommendations that all employees should use in working with students.

Employees

- It is understood that teachers may meet with their students for educational purposes outside of classroom time and that some of those meetings will involve one-on-one meetings. Any such private meeting with a student should, whenever possible, occur with the door open. If the circumstances require the door to be closed because additional privacy is needed, the meeting should be in a room with a window that should remain uncovered and the door to the room should remain unlocked. Employees of contracted service providers and volunteers/interns should not be alone with students in a non-public space or inside a room with a closed door. These guidelines still apply for coaches and athletic staff.
- Should not discipline students in any physical manner.

- Should not lavish inappropriate attention on a particular student, including giving inappropriate gifts.
- Should not converse with students about their sexual lives except for an educational, health, or safety-related purpose, nor should they reveal details of their own sexual lives or romantic relationships to students.
- Should not reveal other inappropriate details about their personal lives to students (employees should not rely on students for their own personal self care).
- Should not inappropriately "hang out" with students outside of school, off campus school activities, or spend an inordinate amount of time "hanging out" with students even inside school. Adults at the school should always remember they are not the students' "friends" and therefore should not be engaging in peer-like behavior with the students.
- Should not provide alcohol or drugs to a student, nor permit one to drink or use drugs in his or her presence.
- Should not have extended affectionate physical contact with a student. Any such contact should be limited to a supportive, congratulatory, or quick hug, arm squeeze, or pat on the back. Patting of the buttocks with a hand even in an athletic context is prohibited. If a student engages in repeated and/or prolonged physical contact with a school employee, the employee should inform the student that this behavior is not appropriate and should report this behavior to a supervisor.
- Should not engage in any type of behavior that might have the appearance of impropriety if observed by others.
- Should not engage in physical horseplay, roughhousing, or other inappropriate physical games with students.
- Should not direct a student to keep a secret from, or not share information with, their parents/guardians or other school employees.
- Should not tutor a student in their home without the student's parent or guardian present. In addition, school employees should not tutor students in the employees' home unless another adult is present and the student's parent/guardian has given permission.
- Should not allow students to ride in the employees' personal cars.
- Should not be present at a student's home when a parent/guardian is not present, whether for a social gathering or otherwise. In addition, employees should not invite students to their homes for holidays or other occasions without approval from the employee's division heads. The school requires written (email or text can suffice) parental consent if a student is going to go to a school employee's home. Finally, an employee should never have only one student alone at his or her home, nor should they have students to their home at all unless there is another adult present.
- During any and all overnight trips and sleepovers, should not be alone with students in a room assigned to one or more students for housing purposes, should not sleep in a separate room alone with one student, should not invite a student to sleep in their room alone, and should not be inside a student's room when the student is changing or sleeping.
- May awaken students by loudly knocking on their doors or calling out to them, but should not awaken students by making physical contact with them.
- Should not appear unclothed or in their underwear in front of a student. Thus, on overnight trips and sleepovers, employees should not walk around outside of their sleeping quarters unclothed or in their underwear. In addition, in other facilities, employees should not shower and change in locker rooms when students are present.
- Should supervise locker rooms, as necessary, to prevent misbehavior and injury, and should do so by announcing their presence as they enter.

The term "employee" refers to all School employees (full and part time), volunteers and employees of contracted service providers.

The term "student" refers to current Overlake students in grades 5-12.

Reporting of Inappropriate Boundaries Between Students and Employees

Anyone who believes a boundary has been crossed should bring such information to the Head of the Upper School, Head of the Middle School, Assistant Upper School Head, Personal Counselors, and/or a trusted adult at school. **The employee(s) who identifies the incident will not be the subject to any type of retaliation from any other employee at the school. Further the employee(s) who provide that information will not have his/her/their identity known to the person who was identified as crossing a boundary.** Once the information is shared the school will bring together Overlake's Safety team within 24 hours of learning about the incident. The Safety Team consists of the Head of School, Business Manager, School Counselor(s), Head of Upper or Middle School (depending on which division is involved) - should we include others here? In the event that a member of the Safety Team is identified as crossing a boundary, that person would not be part of the meetings.

The team is charged with doing a preliminary investigation into the allegations. After the investigation, based on the findings, will make recommendations of next steps which may include options a reminder to employees to maintain a boundary in the future, to contacting the school attorney, the Redmond police department and/or Child Protective Services.

If the incident is a significant boundary crossing, the Head of School has the ability to suspend an employee immediately without consulting with the committee.

The school will also be in contact with the student's parent(s) or guardian(s).

If an employee has reasonable cause to believe that abuse has occurred the employee is also required to follow the steps as stated in the *Mandatory Reporting Guidelines for Child Abuse and Neglect*, which is contained in this book.

Meal Supervision

The School provides employees with a meal allowance for breakfast, break and lunch. In exchange, and to protect the tax-exempt nature of this benefit, employees are required to eat in the Campus Center in order to provide formal and informal supervision of the students. While occasions may arise when the employee has to eat in their office or classroom, this practice should be the exception.

Medications

Faculty/Staff may not provide medications to students. In case of emergency, such as an allergic reaction to a bee sting, immediately call 911 and the Middle School or Upper School Head.

Pay Days

All employees are paid on or before the last working day of the month.

Personal Property

The loss of personal property at Overlake School or at school sponsored activities/field trips is not covered under school insurance policies; items damaged/lost will not be replaced or repaired at School expense. This includes damage to cars parked on the Overlake campus.

Personnel Records

The Head of School keeps personnel records on all employees; the Business Manager maintains contractual information. Records will be kept up-to-date and retained for six years after an employee leaves. Only the Head of School or a designated representative, the employee, or the employee's immediate supervisor shall have access to these records. Nothing may be removed by the employee from these files without permission of the Head of School, but he/she may add additional information. Any employee may request to review his/her personnel file at a mutually

convenient time. Employees may not remove any documents from his/her file but may add explanatory statements at his/her wish.

Religious Observances – Guidelines

The Overlake School, as a secular school, does not officially observe or celebrate any religious holidays. Consistent with our mission statement that includes “embrace diversity,” we want everyone in our school community to be treated with respect and sensitivity, so that they will feel both welcome and supported. We are a community of learners, and we strive to learn all we can about the religious diversity in our school, so that we can better support all members of our school community.

While we have no formal policy about how to treat religious observances, we recognize that some accommodations should be made in certain situations. We handle each case individually, with the goal of creative and flexible accommodation to the degree that is possible without undue hardship. We seek to create an environment in which students, teachers, and parents are comfortable talking about these issues, so that we can all learn from each other and be supported by each other.

Faculty and staff may arrange absences for religious observances and holidays, using available personal or vacation days in order to receive pay. Time off should be arranged in advance. Students who miss school for religious holidays are considered to have an excused absence. However, they are responsible for homework and missed class work.

Reimbursement Policy

The Overlake School allows its employees to purchase needed supplies with their own funds and be reimbursed. The employee should ensure two things when making a purchase with their funds.

- **There are sufficient funds in their budget to allow for a reimbursement.**
- **Receipts for purchases made must be submitted for reimbursement no later than 30 days after the date on the receipt. Items submitted after 30 days will not be reimbursed.**

This policy is in effect for the entire year as the business office is open year round.

Scheduling Use of Facilities

Many of the facilities on campus must be reserved. To reserve a space please go to <https://portals.veracross.com/overlake> sign in and click on “Find Rooms/Resources” to book a room. If you are scheduling an event that requires inclusion on the school master calendar please contact Margaret Lynch or Erika Graef. Some spaces require approval. The Business Office is in charge of all rentals for non-Overlake activities and events. When booking event support from Maintenance, Tech, Catering or Theater Tech, you must ensure at least 3 business days ahead of the event start date and provide all requested information to ensure a seamless setup for your event.

Solicitations

Solicitations by outside third parties are inappropriate in the workplace. Such solicitations are an intrusion on employees and others in the School community and may present a risk to employee safety or to the security of employer or employee property.

Persons not employed by the School may not solicit, survey, petition, or distribute literature on Overlake premises at any time. This includes persons soliciting for charities, salespersons, questionnaire surveyors, labor union organizers, or any other solicitor or distributor. Exceptions to this rule may be made in special circumstances where Overlake determines that a third party’s solicitation would serve the best interests of the organization and our employees. An example of an exception might be a community-based fund raising effort, such as the Student Benefit Concert.

Employees may not solicit each other for any purpose during work time, with the exception of The Overlake School annual fund. Reasonable solicitation between employees is permitted during on-work time, such as before or after work or during meal or break periods. Employees who are on non-work time may not solicit other employees who are on work time. Employees may not distribute literature at any time in work areas. Employees may only distribute literature in non-work areas during non-work.

Standards of Conduct

Overlake expects each faculty and staff member to demonstrate unquestionable integrity and to contribute to the quality and reliability of the School. Overlake also expects each employee to comply with the guidelines as set forth in this Handbook as well as any other policies or procedures. Failure to meet these standards of performance or to comply with policies and procedures may be the basis for disciplinary action up to and including termination.

Overlake may take appropriate disciplinary action for any failure to follow or meet the School's standards of conduct. Discipline less than discharge may include informal counseling, an oral warning, a written warning, a performance appraisal indicating below-standard performance in one or more areas, demotion or suspension. While the School may impose discipline less than discharge, the School reserves the right to skip any and all forms of lesser discipline before discharging an employee depending on its own determination of the seriousness of a particular situation. Although the School may utilize discipline less than discharge to correct workplace misconduct or performance problems, this does not alter the employee's at-will employment relationship with the School or change the fundamental right of either Overlake or employee to terminate employment at any time, with or without cause, with or without notice.

Overlake may issue disciplinary action, up to and including discharge, for the following types of workplace misconduct. This list is illustrative only, and does not identify every potential type of workplace misconduct for which an employee may receive discipline up to and including termination.

- Insubordination, failure or refusal to carry out assignments
- Swearing or verbal abuse directed at co-workers, supervisors, managers, students or parents while at work
- Falsification of any records
- Unauthorized taking or removal of funds or property, or unauthorized charges to one of our accounts
- Dishonesty
- Discrimination against or harassment of co-workers, students or others
- Possession, consumption, sale, or being under any influence of alcohol or illegal drugs while involved in School activities or on School property, except the use of alcohol at special events where specifically authorized
- Unacceptable or below-standard job performance or attendance
- Violation of any policy contained in this Handbook or any other School policy or procedure communicated to employees

Suicide Prevention – Policy and Prevention

The Overlake School recognizes that suicide is a leading cause of death among youth. Suicidal indicators, in terms of emotional and mental health, are complex issues that should be taken seriously. The following procedures describe the school's plan for responding to students in distress.

1. School Responsibility

The school health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills and self-esteem. Developmentally appropriate suicide prevention instruction will be incorporated into the health education curriculum and designed to help students and will:

- a. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy and anxiety can lead to thoughts of suicide;
- b. Identify alternatives to suicide and develop coping and resiliency skills;
- c. Learn to listen, share feelings and get help when communicating with friends who show signs of suicidal intent; and
- d. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize there is no stigma associated with seeking mental health, substance abuse and/or suicide prevention services.

The school will make it its mission to craft appropriate prevention strategies. These may include, but are not limited to, efforts to promote a positive school climate that enhances students' feelings of belonging to the school community and with each other and is characterized by caring teachers/staff and harmonious interrelationships among students.

2. Administrative Responsibility

The Head of School, Division Heads, and/or Assistant Upper School Head designates the counseling staff or other qualified faculty or staff member(s) to act as the point of contact for issues relating to suicide prevention and policy implementation. All school employees report students they believe to be at an elevated risk for suicide to the designated person(s). Similar to mandated reporting issues, these reports may go to various personnel initially (such as department heads, Assistant Upper School Head, etc.) with the intention of getting to the point person(s) in a timely fashion, preferably in the same day.

The administration recognizes and collaborates with the Suicide Prevention Task Force, comprised of counselors, teachers, administrators, and parents, who work on training opportunities for students, faculty/staff, and parents, as well as other preventive or responsive measures.

3. Faculty/Staff Responsibility

Annually, faculty/staff will participate in professional development that supports mental health. Every other year this will involve direct suicide prevention training. The training may include information on:

- a. Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, sexual abuse and other factors;
- b. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality or behavior;
- c. School and community resources/services; and
- d. Procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide or displays other indicators.

Additionally, faculty and staff encourage and empower students to notify a teacher, administrator, counselor, or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another student's despair or suicidal intentions. Resources will be available for students to provide information about what to do in these situations. In particular, students may be directed to the members of the Suicide Prevention Task Force for support and appropriate intervention.

4. Intervention

Whenever an educator suspects or has knowledge of a student's suicidal intentions he/she will take proper steps to support the student and promptly notify the counselors or other designated point of contact. Counselors are trained to conduct an initial assessment.

Counselors will then notify the student's parents/guardians as soon as possible, unless notification of the parents/guardians will jeopardize the student's safety. Counselors may also refer the student to mental health resources in the community. When counselors are not able to meet with the student in a timely fashion, the educator will relay the concerns to the student's parents in an effort to keep him/her safe.

Additionally, the educator or counselors will ensure the student's physical safety by one of the following as appropriate:

- a. Secure immediate medical treatment if a suicide attempt has occurred;
- b. Secure emergency assistance if a suicidal act is being actively threatened and call the King County Crisis Line and/or the police; the King County Crisis Line should also be called in lower risk situations when a counselor is not available and immediate assistance is needed. See #9 for phone numbers.
- c. Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support staff or agency can be contacted and has the opportunity to intervene;
- d. Document the incident in writing as soon as feasible; in the case of medical attention this will involve an incident report.
- e. Follow-up with the parent/guardian and student that day to provide referrals to appropriate services as needed;
- g. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.
- h. Counselors will develop a reentry plan for use after a suicide attempt. This will include educational support, teacher coordination, letter of clearance from a member of the off-campus treatment team, and a plan for meeting with the student upon reentry.

5. Parent Contact

If a student is determined to be at risk, the counselor or involved educator will contact the parent/guardian and:

- a. Ask the parent/guardian whether he or she is aware of the student's mental state;
- b. Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
- d. Determine as necessary with the parents/guardians a method of transport for the student and provide a warm hand-off;
- e. Refer the parent/guardian to the counselor(s) to discuss the student's reentry into school so that a plan may be formalized;
- f. Counselors may provide names of community counseling resources, if appropriate, and offer to facilitate the referral.

6. Post-Event

In the event that a suicide is attempted, the counselors will follow the crisis intervention procedures contained in the school crisis plan.

In the event a suicide occurs, the counselors and administrative team (the Director of Communications particularly) will work with the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information. School administrators will work with school counselors to implement the post-intervention section of the crisis plan that covers school responses, communication of information, counseling and referrals to community agencies as needed.

7. Communications

This suicide prevention policy and procedure information will be available for all employees through the employee handbook on the school's website.

Requests for specific information regarding an incident will be directed to the appropriate Division Head and Director of Communications.

8. Crisis Response Resources:

- a. Emergency Response: 911
- b. National Suicide Prevention LifeLine: 1-800-273-8255
- c. King County Crisis Line: 1-866-4-CRISIS (1-866-427-4747) or 206-461-3222. These numbers also provide access to the Children's Crisis Outreach Response System (CCORS).
- d. The Trevor Project for LGBTQ youth: 1-866-488-7386;
- e. The Crisis Text Line: text "HOME" to 741 741

Telephone Use

School telephones are to assist employees to conduct school business.

Traffic Violations

The school does not reimburse employees for traffic violations issued in the course of their duties for Overlake. Please drive carefully and in full compliance with all traffic regulations.

Transportation

Faculty, staff and coaches are expected to drive students on field trips and to athletic events whenever practical. For insurance reasons, faculty, staff and coaches who drive students are required to do so using school vehicles only (examples: our 14 passenger private carrier buses, the Yukon, Suburban, and vehicles rented by the school for student transport). For liability reasons, students may not be transported in a faculty, staff, or coach's personal vehicle or by another parent to any school event from Overlake. Doing so would make that individual's insurance primary should an accident occur. Also in addition, the school's insurance would not cover that driver against any claims.

All drivers must complete the training requirements and meet the school's vehicle driving standards (listed below) before driving Overlake students. All Overlake drivers are expected to enforce the seat belt law for all passengers. Drivers shall not use cell phones while driving students. The driver will ensure that students clean the bus after use.

The school owns two larger buses for athletic events and field trips. The use of these buses is restricted to current CDL drivers that have been hired by Overlake for this purpose.

The Transportation Coordinator will schedule the use of school vehicles and buses.

Vehicle Driving Standards

Off-campus activities are an integral component of the curriculum. All employees who drive students to and from these activities need to exercise the utmost care in operating vehicles. Our insurance carrier has supplied us with acceptable driving standards. We expect that if you do NOT meet these standards you will immediately inform the Transportation Coordinator and NOT transport students until the situation is remedied. Overlake reserves the right to deny driving privileges to any prospective driver based on any past violations that could leave the school

and/or the driver open to unwanted publicity or legal liability if know publicly. Overlake's vehicle driving standards are as follows:

Drivers must:

- Hold a valid driver's license (neither suspended nor revoked)
- Submit a "school bus driver" driving record (covering the last five years) every year
- Have completed the behind the wheel training course
- Have read (and signed off) the school's "Driver Training Manual"
- Complete a check ride every two years
- Not knowingly have any other conditions which might exclude them from safely operating a vehicle

Approved driving standards:

- No more than 2 speeding violations within the past 5 years
- No more than 2 moving violations in the past 3 years
- Not be convicted of an excessive speed violation—15 MPH or more over the posted speed limit
- No serious accidents* in the past 5 years that resulted in personal injury to any person or serious damage to any vehicle (where the driver was cited for a moving violation of a state or local law regarding motor vehicle traffic control).
- No more than one accident* (where you were held liable) in the past 3 years
- No convictions in the past 5 years of any of the following violations: driving with a suspended or revoked license, hit and run driving, driving while intoxicated (or any related charges or deferred sentence), reckless driving, negligent driving of a serious nature, vehicular assault, or vehicular homicide.

*An accident is an occurrence resulting in bodily injury, death or any property damage for which the vehicle operator was held liable.

Work Remotely

The Overlake School is a forward facing organization, which requires faculty and staff to be available to each other and the students throughout the school day. However, there may be rare occasions when an employee could complete work more productively by not being on campus. If such a situation occurs, the person must schedule and get formal written approval for this type of work in advance from their supervisor. The period of days should not be more than two consecutive days.

Approval must be obtained through the use of the *working remotely*. These forms are available from the Business Office. Once the supervisor approves the form it should be sent to Human Resources for recording and payroll processing.



Section II

Faculty

THE OVERLAKE SCHOOL GENERAL STATEMENT ON TERMS OF EMPLOYMENT

2018/19

In return for the remuneration and benefits specified, the school expects the performance of teaching and non-teaching duties in keeping with the highest standards of teaching and learning.

The academic day starts at 8:10 AM (with exception of zero period teachers who start at 7:20 AM) and ends at 3:10 PM. Full-time teachers are required to be at school during these hours, and such other times before and after school for parent conferences, department/committee/faculty meetings and consultation with students.

Attendance at assemblies, faculty meetings and official school events (such as graduation and Back-to-School Night) is also required. When possible, teachers are encouraged to attend home athletic events, special programs (art shows, major musical and dramatic events) or other student co-curricular activities.

Primary responsibilities for full-time faculty are to teach a 4:4 academic load, to serve as a student advisor, oversee a student club and substitute seven periods in a school year. Faculty are also required to fulfill duties and participate in programs necessary to the fulfillment of the school's mission and philosophy. The School reserves the right to modify class assignments/duties as necessary. Non-classroom duties include but are not limited to:

- Daily homeroom and class attendance monitoring
- Attendance at assemblies and class meetings
- Project Week (including overnights and travel extensions)
- 8th Grade Field Studies (including overnights)
- Retreat program (including possible overnights)
- Proctoring final exams including 504's
- Chaperoning/supervising dances
- Committee/departmental work
- Attendance at Saturday Open House /alt. years
- Substitute seven class periods in a year
- Other needs as may arise from time to time

In addition, the faculty are invited to participate in the school's co-curricular program such as coaching or directing.

Part-time faculty who qualify for benefits share in the appropriate and proportional share of a full-time teacher's responsibilities, as arranged and approved by the Head of School and the Divisional Head. Part-time faculty are required to attend both of the Faculty Inservice Days. The expectations for Parent Conferences are:

- 1) Faculty teaching less than two year-long classes must attend one day,
- 2) Faculty teaching two or three year-long classes must attend for a day and a half,
- 3) Faculty who teach more than three year-long classes in a year must attend both days.

Faculty who teach three full year classes or more are expected to participate in Project Week, serve as a student advisor, oversee a student club and substitute five periods in a school year.

All members of the faculty share in the supervision of students with the expectation that we oversee students regardless if you teach the student or not.

All faculty members are required to attend a multicultural workshop at least once every five years.

The School Calendar is adopted well in advance for the following year. Families are asked to plan their time away from school accordingly. The faculty are asked to set the example by not requesting Time Away From Work immediately before or after a school holiday. The School may require reimbursement for substitute coverage or alternatively treat the absence as leave without pay. See the Head of School and your divisional head in advance should circumstances merit an exception.

In manner, dress and promptness to class the faculty serves as the model for our students.

Course material and other copyrighted works and intellectual property created by faculty in the course of employment or with school resources are considered works for hire and are owned by the school under applicable laws, but faculty members are free to use any such works that they create for any non-commercial educational purpose, including after the faculty member is no longer employed by Overlake.

All faculty and administrative appointments are made for one school year.

Professional Development and Teacher Evaluation

In September 2010 Head of School Frank Grijalva appointed an ad hoc Professional Development Committee to review the “Model for Professional Development” that was adopted in December 1998. There were several reasons the time felt right for a review. They included:

1. The current system had been in place for 13 years. It was time to assess whether the model was working, and if changes should be made.
2. Some teachers expressed the desire to be reviewed on a more frequent basis.
3. Some Department Chairs expressed an interest in being more involved with the professional development of teachers in their department.

The Professional Development Committee set up in September 2010 was co-chaired by Alicia Chaplin and Dave Parsons, and included Frank Grijalva, Gerald Buhaly, Brenda Leaks, Shannon Pidgeon and Karen Mihata. Lisa Orenstein served as a liaison from Academic Council.

In the course of their work during the 2010/11 school year, the Committee accomplished the following:

1. Adopted operational definitions for professional development (synonymous with professional growth), evaluation, and feedback. (See Attachment 1)
2. Conducted a teacher survey on evaluation
3. Developed a template for faculty goal setting with a timeline

Based on this work, the following was established for the 2011/12 school year:

1. Department Chairs have asked their teachers to pilot the teacher template for goal setting.
2. Division Heads will conduct a uniform, clinical supervision model with each of their assigned ten teachers. This model will be similar to the previous “Intensive Development” model, with formal observation and debriefing. The Division Heads will also consider and pilot ways for the evaluation process to be more holistic and inclusive of multi-source feedback.

Supporting documents:

- 1) Overlake Professional Growth 2011 Model
 - Summarizes the process that went into the development of this year’s model

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- 2) Template for Faculty Goal Setting
- 3) “What is Good Teaching” – document adopted in 1998; no changes
- 4) “Identification of Teachers in Difficulty” – document adopted in 1998; no changes

Professional Growth at The Overlake School

Preamble

The Professional Development Committee has been reviewing our current model for professional development. The focus of this proposed revised model acknowledges that teachers are continually engaged in initiatives to improve their performance. It emphasizes the relationship between teacher advancement and student learning. We believe that Overlake needs to support a culture of growth, where teachers are involved in professional development every year within an on-going cycle.

Operational Definitions

For the sake of clarity and to assure that everyone understands the concepts with the same definitions in mind, the Professional Development Committee has adopted the following operational definitions:

- ◆ Professional Development (or growth) encompasses all such activities whose main purpose is to increase a teacher’s knowledge and skills. These activities may include, but are not limited to coursework, conferences, seminars, and other opportunities that contribute to a teacher’s professional growth.
- ◆ Evaluation is defined as a process whereby a teacher is evaluated by an administrator with the goal of assisting the teacher to become a better teacher, by identifying areas of strengths and weakness, and outlining suggestions for professional development. If the administrator determines the teacher is not meeting defined standards (Expectations for a Teacher at Overlake), then the evaluation may serve to determine whether future employment will be extended.
- ◆ Feedback is information, from multiple sources and means that provides a teacher data about his/her performance or class. Such feedback may be useful to the teacher in determining how the course or performance might be revised, improved, or maintained. This information may also be useful in the conduct of an evaluation or as a source of ideas for professional development.

- ◆ A culture of professional growth emphasizes the professional environment in which all teachers seek to improve their skills and knowledge on an ongoing basis. Teachers are recognized for the initiatives that can enhance their performance and can expect feedback on the progress made.

The proposed Model for Professional Growth at Overlake

The committee proposes that we adopt a model that recognizes that all teachers seek to improve their knowledge and skills on a continuous basis. Teachers should be recognized for the initiatives that they undertake every year. Within this model, professional performance is enhanced through reflection and critical feedback on a more regular basis. The aim of this “culture of growth” is to promote a collegial atmosphere within the school, as well as recognizing the need for teachers to follow their individual needs and interests. This model involves the following steps.

Step 1: Goals Setting

✓ Department

At the start of the year the department agrees on at least one goal that department members will aim to meet as a group. The goal could be derived from a formal subject audit, student feedback, observations from the teachers or school-wide initiatives.

✓ Individual

In addition to the department goal, individual teachers will identify, for themselves, one or two of their own goals. These could relate to any aspect of subject knowledge, classroom management, teaching strategies, communication, assessment or extra-curricular interests etc.

Step 2: Actions taken

These will depend on the nature of the goals set. Actions could include, but are not limited to, lunch seminars (Lunch and Learn for example), collaboration with colleagues within the same department on curriculum development, collaboration between different departments, visits to outside training sessions or conferences, individual research or classroom initiatives.

Step 3: Mid-Year Progress

At mid-year there will be a discussion within the department on progress made with regard to the department goal(s). The department chairs will discuss with individual teachers the level of success with their individual initiatives.

Step 4: End-of-Year Reflection

At the end of year there will be reflection, dialogue and feedback on the progress made with regard to all goals. Data could come from informal conversations between vested parties, student surveys/responses, department responses, and perhaps the division head. A summary of the findings will be provided from department chairs to the division heads.

Step 5: Focus on Future Goals

Following this feedback, consideration could be given to make further modifications where necessary. It is also an opportunity to analyze current goals to see if they need to be extended.

Clarification on the roles of those involved

Individual teachers –

- Set their own goal(s) at the start of the year
- Engage in dialogue with the department on the department goal
- Carry out the actions related to the goals that have been set
- Reflect on progress made

Department Chairs

- Take the lead in setting department goals
- Dialogue with department members on their individual goal(s)
- Carry out mid-year and end-of-year progress reports and discussions

Division heads

- Monitor the work of the department chairs with regard to professional growth
- Review the feedback from departments at the end of the year
- Dialogue with department chairs on their own personal goals
- Maintain a file of the goals, actions and feedback of the departments and individual teachers
- Evaluate teachers in their first two years at Overlake and teachers within the cycle of professional evaluation

Benefits of the new model

- All faculty are involved every year

- Collegiality is enhanced
- Goals are likely to be linked to student learning
- Department and school-wide initiatives are part of the goal setting process
- All existing types of professional growth can be incorporated
- There continues to be considerable flexibility with the new model
- Teachers are continually recognized for the on-going initiatives to extend their level of knowledge and skills
- It enhances the culture of professional growth within the school
- Administrators can more effectively evaluate teachers within their cycle of reviews

Potential drawbacks

- Responsibility for professional growth will move from the division heads to department chairs- enhancing the system, but requiring additional responsibility and time
- There will be additional time needed by teachers for goal setting and reflection at the beginning and end of the year

Expectations of Good Teachers

The model as explained above is designed to assist teachers in improving their level of skills and knowledge. This has been dealt separately from our system for teacher evaluation. Teacher appraisal is the responsibility of the division heads and will be carried out according to their cycle of visits and dialogue and will continue to be based upon the “Expectations of Good Teacher,” which provide guidance for successful professional performance at Overlake and reflect the mission of the school. The full descriptions of criteria can be found in the faculty handbook.

Name: _____

Department: _____

Professional Growth Process for MS and US Faculty

Example Timeline: To be officially decided by each department

September: Goal Setting - Establish professional goal(s) for the year. This could include goals that are individually based or in concurrence with any department or school goal. Explain how you hope to achieve these goals and the way that you will “collect” evidence that will assess your own progress. Evidence can be gathered by any method that demonstrates progress towards stated goals, including peer/chair/division head observations, lesson planning with a team, attending conferences, study outside of school, etc.

Some topics to consider when setting goals:

1. Planning, teaching and classroom management
2. Knowledge and understanding of subject matter
3. Assessment, recording and reporting
4. Professional responsibilities
5. Support and involvement with students outside of the subject area (Advisory)

End of September: Meet with your department head by the end of September to review your goals.

January/February: Mid-Year update with department head via email or face-to-face meeting

May/June: Departments will meet to discuss progress on department goals. Individuals will meet with the department heads to discuss progress on individual goals. This might include a

reflection on key events, level of impact, degree of effectiveness, change of relationships, etc. It will also include the sharing of any collected evidence that shows progress for the year. Of course, the reflection and discussion will depend upon the nature of the goals set.

Name: _____

Department: _____

Department/Individual Goal Template & Checklist

Checklist for Teachers:

1. Participate in department planning discussion
2. Establish goal(s) – individual or departmental
3. Create an Action Plan & brainstorm Progress Measurements
4. Share goals with department chair by the end of September
5. Between January & February, touch base with department chair
6. In May or June, review your progress & outcomes with your Department chair

Establish professional goal(s) for the year.

Goal 1: _____

What will your action plan be?

How will you measure your progress?

Goal 2: _____

What will your action plan be?

How will you measure your progress?

Professional Growth – Goal Progress Reflection

Goal 1: _____

What was the outcome of this goal?

Goal 2: _____
What was the outcome of this goal?

What Is Good Teaching?

The following definition of good teaching is the collaborative work of the Middle School and Upper School faculty and administration of The Overlake School. The list is not meant to be specific or all-inclusive, but rather a compendium of general principles of good teaching that can be applied universally to all teachers of all disciplines at all grade levels.

Expectations of Good Teachers

Good teaching at Overlake reflects the mission of the school. In all of the areas below, a good teacher:

1. Planning

- sets appropriate learning goals
- uses activities that reflect the scope and structure of the curriculum
- makes sure that curriculum is appropriate for the developmental level of the students
- balances process and product

2. Instructional Process

- uses a variety of methods to accommodate different learning styles
- clearly articulates learning objectives
- motivates and inspires risk-taking
- sets high expectations and challenges students

3. Instructional Content

- is knowledgeable and confident in subject matter
- stays abreast of developments in discipline
- uses accurate and current information
- uses good written and oral communication in providing information

4. Learning Environment

- sets and maintains standards for student behavior
- uses positive reinforcement

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- creates a safe and pleasing environment
- arranges classroom to maximize learning potential

5. Student Assessment

- assesses student learning on a regular basis
- uses assessment to enhance student learning
- uses assessment to evaluate curriculum
- clearly articulates guidelines and expectations for assessment
- demonstrates fairness
- bases assessment on a variety of testing strategies
- uses tests that reflect course content

6. Student/Teacher Relationships

- fosters nurturing and caring relationships
- encourages and supports students in both academic and extra-curricular endeavors
- demonstrates respect and tolerance for all students
- is sensitive to individual needs
- is readily available to help

7. Communication

- communicates regularly with students
- is clear and tactful
- responds in a timely fashion to parent concerns
- keeps administration abreast of school-related concerns

8. Collegiality

- shares ideas, materials, services with colleagues
- collaborates in curriculum development
- participates in strategies that enhance whole student development
- cultivates positive relationships with other faculty

9. Professional Development

- initiates growth and change in intellectual and professional development
- attends conferences, workshops and/or furthers education
- visits other classrooms and other schools
- sets short-term and long-term professional growth goals
- engages in on-going evaluation and self-assessment

10. Contributions to the Community

- takes an active role in the life of the school
- fulfills extracurricular responsibilities

Identification of Teachers in Difficulty

The following are generally evidence that a teacher may be experiencing difficulty carrying out his or her assigned responsibilities. While one or even a few of these signs may not be enough to warrant a teacher's being placed on a plan of improvement or remediation, they, nonetheless, constitute factors that should be weighed to decide everything from goals for the next year to contract non-renewal. The School at all times retains the discretion to determine the appropriate response to performance concerns.

1. Incompatibility with the School's Mission and Philosophy.
2. Lack of respect for children or other adults.
3. Irresponsibility in carrying out the teacher's job description.
4. Poor classroom performance as seen by supervisory observations.
5. A pattern of validated negative feedback from parents.
6. A pattern of validated negative feedback from students.
7. Concerns from colleagues regarding the teacher's ability to work cooperatively or professionally.

Steps to a Plan for Improvement for Teachers in Difficulty

Once the division head and Head of School have determined that a teacher is experiencing significant difficulty, the following steps should serve as guidelines in remediating the problems. These are not required steps, however. Rather, the School retains the discretion and authority to determine the appropriate response to any performance concern.

1. The division head (Middle School or Upper School Head) will have a conference with the teacher, at which time all concerns should be made clear. The division head will seek agreement that these concerns are valid and that a plan of improvement will be initiated.

2. The division head will write a statement of the School's concerns. The teacher will then be required to undergo a designated period of intensive development with the division head. The steps for intensive development have been outlined in the provision for Differentiated Supervision. Included in this plan will be regularly scheduled conferences between the division head and teacher and diagnostic observations of the teaching, with constructive feedback from the division head.
3. In addition to the steps undertaken in the intensive development process, the division head or teacher may ask for assistance from the teacher's peers and/or department chair assessing the teacher's performance. The teacher may also be asked to provide videos of lessons, to enroll in college courses, to visit other classes or schools, to attend professional development conferences, to seek counseling, to keep a portfolio, or to embark on any activity that might be deemed helpful in recommending steps for remediation and feedback.
4. Teacher will be encouraged to work with the Instructional coach although not be required to do so.
5. At the end of designated time period, the division head, along with the department chair and/or mentor, will meet with the teacher to discuss all of the concern. The division head will write a final evaluation of the teacher, reviewing and analyzing the results of the intensive development process, with a recommendation. The teacher will be asked to sign the document before it is sent to the Head of School. If there are points of disagreement, the teacher may write a rebuttal, stating the points and including material to support his or her argument. Both documents, then, will be sent to the Head for review. At that time, the Head may decide to do one of the following:
 - 1) acknowledge a successful response to the plan of improvement and renew the teacher's contract
 - 2) renew the teacher's contract provisionally, pending further investigation or further remediation
 - 3) terminate or not renew the teacher's contract
6. If agreement cannot be reached at the outset that the school has valid concerns about a teacher's performance and that the teacher should undergo intensive development, the division head may nevertheless reiterate the school's concerns and invite the teacher to write a rebuttal. The division head's statement and recommendation will be sent to the Head, along with the teacher's rebuttal, for review. At that time, the Head, after consultation with the necessary parties, will decide to release the teacher from the plan, terminate employment, or follow another course of action.
7. Should the teacher's contract be terminated or not renewed, the division head and/or Head will meet with the teacher and explain the reasons for termination.

GENERAL EXPECTATIONS

Overlake teachers must be knowledgeable, skillful, and possessed of intellectual integrity. Faculty members should stimulate a deep and lasting interest in their subject matter and convey to students their personal enthusiasm for the subject. Of primary concern should be student learning and growth. Faculty members should be sensitive to, and their actions consistent with the mission and policies of the School, the directives from Division Heads, school committees and the Head of School.

There is something remarkable about the life of a school. It is a special community; with as strong a sense of values, commitment, and trust as one will find anywhere. Integrity is central to a school's existence. Faculty members are expected to honor this spirit by behaving ethically and honestly.

Academic Policy

Teachers are expected to prepare their courses carefully. Expectations of students should be reasonable, yet rigorous. The content of courses should fit within divisional and departmental guidelines. The skills taught should be appropriate in scope and sequence. Student expectations and evaluation should be clearly spelled out at the beginning of each term. Syllabi for courses to be taught during any school year are to be filed in August on Canvas.

Accurate record keeping and regular evaluation of students is essential:

- Daily attendance is required in each class.
- Discipline for tardiness rests with individual teachers (see "Discipline").
- Well-written comments are necessary (see "Comments").
- Student work should be evaluated in a timely manner.
- Appropriate Upper School, Middle School and departmental standards should be used.
- The responsibility for the procedures and order within each classroom lies with individual teachers.

The academic day starts at 8:10 a.m. and ends at 3:10 p.m., (3:00 p.m. for Middle School; zero period teachers start at 7:20 AM). Full-time teachers are required to be at school during these hours regardless of their actual class schedule, and such other times before and after school for parent conferences, department/committee/faculty meetings and consultation with students. If you must leave campus for any personal reason please obtain clearance from your division head. You will be charged for Time Away From Work accordingly, in quarter day increments, regardless whether one is teaching or not during the time of absence. For ease of record keeping, a class period is considered a quarter day.

If one has to leave campus for any reason, the Middle or Upper School Head should be notified. If these individuals are not available, please inform the Middle/Upper School Coordinator. The understanding is that these occasions are rare, although it is understood that one needs to leave campus occasionally for personal business.

Admission

The Overlake faculty's professionalism and commitment to excellence are the number one reason new families contact the Admission Office. In addition, the faculty plays a vital role during the actual admission process. They welcome applicants into their classes throughout the year, and greet and make presentations at Open Houses and other admissions functions. Faculty who serve on the Admission Committee evaluate, select and admit the candidates most likely to benefit from an Overlake education.

Advisors

Full-time teachers (and 75% time teachers) are assigned students as advisees. Advisory is an integral part of how The Overlake School delivers on our stated mission. The connection between the Advisor and each student advisee helps to provide support and encouragement for academic, social, and personal growth. Advisors also serve as a conduit between parents and the school. Please see the full Advisor Handbook on MyOverlake for more details on advising and expectations of Advisors.

Athletics

Overlake faculty are encouraged to participate as coaches in the school's extensive athletic program. Separate stipends are available for coaching. See the Athletic Director if you have an interest in coaching.

Clubs/Activities

Full-time teachers (and 75% time teachers) are required to lead a club or student-based activity. Clubs are generally of an enrichment nature and based on teacher and student interests. The clubs program is organized by the MS/US Administrative Assistant.

Comments/Progress Reports

Frequent and honest assessment of an Overlake student's progress helps students, parents, teachers, and administrators to identify strengths and weaknesses in learning and instruction. Parental involvement and awareness clearly helps students learn more effectively. The School encourages parents to discuss schoolwork at home and is always prepared to assist parents in understanding the expectations of classes and teachers. Teachers should consult with their department chairs concerning the framework and timetable for writing comments and progress reports.

Committee Work

All faculty members are encouraged to participate in committee work, such as Admissions, Project Week, Safety and other school committees that may be formed from time to time. These committees are essential to advance the work and culture of the school. Committee appointments are made in consultation with individual teachers, the appropriate school administrator and the Head of School.

Communication Plan in the Event of "Student(s) in Crisis"

The goal of this communication plan for student(s) in crisis is:

1. To treat the student(s) in crisis and their families with respect and consideration
2. To reduce misinformation and rumors
3. To address the faculty's "need to know" so they may effectively assist students in processing what they hear about the issue
4. To provide faculty with suggestions on how to deal with the inevitable "information gaps" that occur when sensitive investigations are taking place

Depending upon the issue or misbehavior, a student or group of students may go into crisis as a result of violating a school rule, policy or philosophy. The crisis may be identified and brought to the administration's attention by a student, parent, advisor or faculty/staff member.

The Assistant Upper School Head and/or Upper School Head or Middle School Head initiates an investigation.

When a reasonable body of information is collected, the "lead administrator" will inform those immediately involved, including the student's advisor, about the findings. If there is a concern that rumors may circulate, the lead administrator may also outline the main issues to the entire faculty.

If at any time a faculty member experiences discomfort with his/her students as a result of public knowledge of these events, she/he is encouraged to contact the Assistant Upper School Head, Division Head, and/or the Head of School. Updates to the community will occur when relevant information is available. This may take place over the course of several days. At all times the issuance of updates is weighed against the availability of accurate and relevant information.

In the case when a faculty member is faced with questions about an incident, and up-to-date information is not available, the faculty member is advised to respond as follows: "There is an on-going investigation, and when I receive information I can share with you, we will have further discussion. In the meantime it might be best that we refrain from jumping to conclusions since we do not have all the facts." Faculty/staff must be sensitive to the privacy of the students involved.

The Administration may elect to have a general debrief with faculty and students, and/or ask advisors to debrief with their advisees.

Depending upon the severity of the crisis, the Head of School may send out a summary letter to the entire community, with a copy to the faculty/staff.

Contracts

Only the Head of School is authorized by the Board of Trustees to offer employment contracts to any employees. Therefore all discussions about future employment, employment status, and class assignments are not binding in any respect until a formal written employment contract is offered by the Head of School and accepted by the employee.

All employee contracts are made for one year. Employees are asked to communicate their intentions for the following academic year by the start of the new calendar year..

The Head of School normally issues renewal of faculty contracts in March.

Copyright and Fair Use

Overlake School's policy is to comply with U.S. copyright regulations. As our mission speaks to academic honesty and integrity our school needs to acknowledge the efforts of others by both citing material we use and by asking permission where appropriate. The librarians are happy to help teachers and students sort through these regulations and to seek permission for use.

Copyright exists on all creative works, whether or not the work is officially registered. The default copyright license is "all rights reserved" and must be assumed unless other copyright information is specifically designated, such as a Creative Commons License (see end of this section for more information). Therefore you must assume that all original material including emails, blogs, films, YouTube videos, books, books chapters, etc. is protected by copyright.

Currently the copyright exists for the extent of the author's life, plus seventy years. Here is a detailed chart illustrating copyright terms by resource type:

<http://copyright.cornell.edu/resources/docs/copyrightterm.pdf>.

Copyright protects us as well, as each of us has created a multitude of work. In general, the creator of the work holds the copyright, but for many publications the copyright may shift to the publisher.

The copyright holder has the right to:

- Reproduce or copy the work
- Distribute the work
- Publicly perform the work
- Publicly display the work
- Create derivatives of the work
- Distribute sound recordings by "digital audio transmissions" of the work

You need permission (and sometimes payment) to use copyrighted material. However, under the Fair Use Guidelines certain uses are acceptable for educational purposes without asking permission. The interpretation of Fair Use can vary widely. For our purposes, we will follow Copyright Compliance and Fair Use, as interpreted and explained in the Copyright Office Circular 21: "Reproduction of Copyrighted Works by Educators and Librarians," published on the Copyright website: <http://www.copyright.gov/circs/circ21.pdf>.

Fair Use

Fair Use is the right to use excerpts of copyrighted material under the guidelines called the Four Factors. The Four Factors include: 1. The purpose and character of the use, 2. Nature of the copyrighted work, 3. Amount of the work in regards to the whole, 4. Effect of the use on the potential market. For a more thorough explanation of Fair Use please see this Stanford University website: <http://fairuse.stanford.edu/overview/fair-use/>

Fair Use

Factor	Comments	Leaning toward Fair Use	Leaning away from Fair Use
Purpose and Character of the Use	Does the use add value? Transform the original work? Is the purpose or character of the use different from that of the original?	Noncommercial, non-profit educational purposes.	There is a commercial nature to the use either due to the nature of the institution or to the marketplace.
Nature of the copyrighted work	Creative works, such as fiction have more protection than non-fiction material.	The work has been published and the organization owns at least one copy.	The work has not been published.
Amount used in relation to the work as a whole	In general you should use only the amount necessary and no more. Less is better.	Very small portion that is not the “heart” or essence of the copyrighted work.	More extensive use of the work as a whole, that includes the essence of the original work.
The effect of the use upon the potential market for or value of the copyrighted work	According to court cases this factor is very important.	If your use is transformative in nature and does not harm the potential for market value to the original copyright holder.	If your use harms the potential profit for the copyright holder.

See also http://www.xavier.edu/library/students/documents/copyright_policy_2009.pdf Fair Use is on page 3.

Under Fair Use teachers may always:

- Use a **single** copy of a work for educational purposes face-to-face in the classroom
- Link to a legal copy of the resource

Under certain conditions teachers may make multiple copies for classroom use:

- The use includes only a small portion of the original work.
- The use is limited in nature; that is, is the use is for one course only, and one time?
- The use is spontaneous; there is not time to get permission before using.

Creation and use of course packs and virtual course packs

Print and virtual Course Packs are collections of materials that are distributed to students through print copying or online.

- Even if the material is distributed online in a course management program, such as Canvas, copyright rules still apply.
- The Fair Use policies listed above apply the same way to virtual course packs as they do to photocopied course packs.

Practical tips for copyright compliance:

- It is essential to attribute material (author and source) even when the material clearly falls into the Fair Use or Public Domain category.
- Copyrighted workbooks designed for individual student use should never be copied. The Fair Use exception does not apply to them.
- Information and resources found online have the same copyright restrictions as print information and resources.
- Copyright exists even when there is no official notice of the copyright.
- Posting material inside Canvas is similar to creating a print course packet. It is a virtual distribution of material. You still need to get permission or a license to distribute material inside Canvas, as you would if you had created individual student copies.
- Copying print music to avoid buying additional copies is prohibited unless copies have been ordered and not yet received. In that case copies may be made for the short-term use as long as they are destroyed when legal copies are received from the publisher.

Creative Commons License: The copyright holder can elect to use a [Creative Commons license](http://creativecommons.org/licenses/), instead of the default “all rights restricted” copyright license. These Creative Commons licenses grant certain uses of the material without the requirement of additional permission. For more information go to: <http://creativecommons.org/licenses/>. It is often practical to search for material by the license that allows the use you need. Please ask the librarians for search tips on how to do this.

Some material does not have copyright protection and is in the Public Domain, which means the material can be used without asking permission. Material and information created by the government is considered to be in the Public Domain and therefore does not have copyright restrictions. Government documents, facts, and standard procedures like the arrangement of the 12 month calendar are also outside copyright protection. Items for which the original copyright has expired are also in the Public Domain and may be used without permission, and should be attributed.

Course and Room Assignments

The Division Heads, in consultation with department chairs when possible, make course and room assignments.

Discipline

Discipline at Overlake is a shared responsibility that has as its foundation fairness and consistency. It emphasizes regular attendance of classes, honorable behavior, respect for the school, and an appreciation of the rights and needs of others.

1. Classroom teachers form the first step in the disciplinary chain. Not only do teachers have authority for the environment in their classrooms, but they help to monitor the campus, as well.
2. The School treats only actual problems, not rumors or innuendoes. At times, the School will investigate rumors in order to determine their validity and then take appropriate action.
3. The consequences for misbehavior at Overlake are based on our shared values of trust, integrity, compassion, and accountability. Every incident is examined in light of these values.
4. The discipline policy at Overlake is closely monitored by division heads, and is consistently enforced. Students at Overlake are treated compassionately, and as privately as circumstances allow.
5. Use of alcohol or drugs at School or at any School event or function will result in the application of the school's Drug Policy. See the individual Parent - Student Handbook for the details of this policy.
6. A confirmed instance of cheating may lead to failure of an assignment, project, class credit or other action.
7. Parents are always contacted and informed when serious disciplinary measures need to be implemented.
8. Faculty do not discuss disciplinary matters concerning individual students with anyone except those directly involved. While some facts concerning disciplinary situations may be shared with faculty, faculty do not discuss these cases with students or with parents. Of course, general discussions of appropriate behavior at Overlake in an advisory context are always appropriate.

End-of-the-Year Responsibilities

End-of-the-year responsibilities include but are not limited to:

1. Final grades and comments
2. Student books checked in and accounted for
3. Book orders for fall semester
4. Rooms cleared
5. End-of-Year Employee Check Out list completed and given to the Assistant to the Head Of School
6. Desk copies of texts used while at Overlake (for teachers leaving Overlake)
7. Any school keys (for teachers leaving Overlake)

Evaluations

See green section on "A Model for Professional Development."

Faculty Absence (Emergency Lesson Plans)

If a faculty member must be absent from school, due to illness or emergency, appropriate planning is essential so students may carry on with the instructional program. The Middle/Upper School Coordinator must have emergency lesson plans on file. Procedures for requesting substitutes will be distributed to all faculty.

Faculty Meetings

All faculty members have a responsibility to attend General Faculty, division, grade level and departmental meetings. They are an important link in the life of the school. General Faculty meetings are chaired by the Head of School, division and grade level meetings by the respective division head, and departmental meetings by department chairs. If for any reason a faculty member cannot attend a scheduled meeting, prior communication/approval should be made with the Head of School, division or department head.

Field Trips

Field trips provide a wonderful opportunity for students and teachers to enrich learning that occurs in the classroom. As a school, we support thoughtfully planned and executed trips and encourage teachers to create bridges for students between the classroom and the greater community. Below is an outline of tasks and expectations that must be completed by the faculty trip sponsor before, during and after a field trip.

Tasks to be completed at least two (2) weeks before a one day trip or four (4) weeks before an overnight/multiple day trip:

- Research trip options/details
- Check online School Calendar to screen proposed date for major conflicts
- Get approval from Department Chair (support for curricular relevance)
- Get approval from Division Head (support for logistics and curricular relevance)
- Create an event for your trip on the Veracross calendar.
 - Request transportation for your trip – also through the online Veracross calendar
 - Students are not permitted to drive for field trips. Only authorized drivers may drive our vehicles (see section “Transportation”). If a school bus is unavailable, either a charter may be hired or the field trip should be re-scheduled for another date. The number of passengers in the bus must not exceed the number of seatbelts. Seatbelt use is mandatory and teachers must enforce its use. Parents are not allowed to drive students (other than their own children) on field trips without the express approval of the Transportation Coordinator.
- Inform community

- Teachers – date and destination of trip, departure and return times, blocks missed during trip, and proposed names of students going on trip
- Cafeteria Staff – date of trip and number of students missing lunch, if applicable
- MS/US Administrative Assistant– date and destination of trip, names of proposed students going (so she can gather medical forms) and substitute coverage needs
- Parents – (form on MyOverlake) date and destination of trip, name(s) of teacher(s) in charge, purpose/connection to curriculum, departure and return times, cost estimate, other relevant logistics (appropriate clothing, food that students should bring, etc) ***Important note regarding parent communication:*** You don't need parent permission if you are planning a one day trip that falls within regular school hours (8:10-3:00) and that has a minimal cost. You do need permission if the trip goes beyond school hours or costs a considerable amount. Regardless, parents have a right to know if their children will be off campus at any point for any reason during a school day.

Tasks to be completed shortly before your departure (one or two days prior)

- Collect and review student emergency forms
- Complete the online Field Trip Emergency Information Form (on MyOverlake)– required any time students go off campus

On the day of your trip, be sure to take student emergency forms. Overlake buses have a travel medical kit. If you are using an outside transportation company, please either verify that they have a medical kit onboard that can be used during your trip or take a travel med kit from school (see Kent Renno or Kim Stevens). Other things to bring (as applicable): directions, schedules/agendas, bus seating/assignment lists, camera.

Duties and Responsibilities of Faculty and/or Parent Field Trip Chaperones

- Complete all logistical tasks according to this policy
- Clearly explain expectations to all students – including the fact that all school rules apply on a school sponsored field trips
- Set parameters for behavior when students are not directly under your supervision
 - set geographical boundaries for student movement
 - require students to travel with at least one other person
 - set a meet up time and location so students know when and where to report
- If applicable, distribute your cell phone number to students (and vice versa)

so that they can contact you if they get separated from the group

- Actively supervise students and continually monitor the safety of your surroundings

Tasks to be completed when you return

- Immediately after your return, you must inform your designated contact person that your group has arrived back at school safely.
- Within 24 hours of your trip, you must
 - Complete any incident report forms
 - Return emergency forms and medical kit
- Within 30 days of your trip, you must
 - submit invoices/reimbursements
 - send the Business Office a list of students to be billed for participating on trip

Final Examinations

Examinations are important in the life of a student and must be written with care and consideration. There are two exam periods during the school year: one in December for all US students some MS students. The other is in June for all MS and US students. Though the December period is before the end of the semester, this exam period still serves as the culminating assessment for the first semester. The June exams serve as the culminating assessment for the second semester. All courses should give a final exam or a culminating presentation/project/paper. Exceptions should be cleared with the MS/US Head.

Department chairs will make available to faculty members further information about examinations and how they fit into the course assessment. Department chairs will also ensure that there are sufficient proctors for final examinations that take place in the gym.

Finals Prep Lessons

Two lessons in each class before Finals Week are designated as "Finals Prep Lessons." These two lessons are designed to allow teachers to prepare their students for finals, through course review and test preparation. **Teachers should not have tests or present new material during these lessons.** No field trips may be scheduled during this time.

Grading

Grading of student work is a combination of objective and subjective processes. Grading is not limited to a ranking among students, as it is an honest and forthright assessment of a student's performance. This performance has many facets. It can include effort, determination, and dedication to task. When awarded judiciously, grades are an important part of academic life. If treated with disregard for a student's self-confidence, grades fail in their educational mission. Faculty members should consult with department chairs for any necessary clarification of departmental standards. Each teacher's grading policy should be written and clearly articulated to students and parents.

Parents should be notified via a written progress report or documented phone call when a student's progress falls to a 73% or below during any given quarter. Report card grades below a 73% cannot be given without prior notification to parents. In cases where a final exam may result in a quarter grade lower than a 73% the parents should be notified of the possibility so the student can apply due and diligent effort before the exam. If indeed the final exam lowers the student's grade to below a 73%, a phone call to the parents should precede their receipt of the grade report.

Photocopy Machines

Photocopy machines are located throughout the campus. These machines are available to faculty to reproduce materials for classroom use. Faculty are requested to use outside duplicating services for heavy uses, e.g. class sets of whole chapters. A judgment call is necessary here; keep in mind we are all inconvenienced when the machines break down due to heavy daily use. Such expenses, as the latter example, should be treated as consumables, and may be charged to the student accordingly. (The Bookstore should be informed to arrange the necessary charges.) Teachers should be mindful of passing on large expenses to the student. If in doubt, they should consult their Department Chair or Division Head.

Professional Development

The Professional Development model outlines a process and schedule whereby faculty, on a periodic basis, work with colleagues and the administration to report on their professional growth and development. See the document "Professional Development and Teacher Evaluations," in the appendix.

Project Week

Project Week is a required adjunct to the co-curricular program of the School. All faculty members (75% time and above) are required to sponsor a Project Week course. Project Week course proposals are reviewed by the Project Week Committee for appeal, affordability and for balance to the entire program. More details are available from the Project Week Director.

Special Events

Independent schools have many functions and activities outside normal school hours. Few of these, except for Open House, Back-to-School Night and graduation, are required of faculty, but all best serve the School well when they are well attended. Special events are publicized in advance. Faculty are encouraged to attend these special events when circumstances permit.

Supervision of Students on Weekends

On the occasions when teachers must work with students on weekends, teachers must supervise students until the activity is completed. The building must then be locked and secured by the teacher unless other arrangements have been made with maintenance.

Tutoring & Extra Help

Teachers should be available to students who need extra help in a subject. Although extra help places demands on faculty time and energy, it also makes the independent school experience noteworthy and successful. Teachers may not tutor students enrolled in their classes for remuneration. The Head of School must clear exceptions to this policy.

Recommendations to students and/or their parents that a student undertake outside tutoring should be made with great discretion and after due consultation with the Middle/Upper School Head, and Learning Resource Specialist.

Video

Videos shown for class should be appropriate to the curriculum. Videos with an “R” rating should first be cleared with the Division Head, and if approved a letter sent to the parents so they may give approval for their child or to opt out. If a parent chooses to have their student opt out, then the teacher must provide an alternate activity or option that does not penalize the student.



Section III

Administration/Staff

ADMINISTRATION / STAFF

Absences

If an employee must be absent from school due to illness or emergency, the immediate supervisor must be informed as soon as possible.

Contracts

Only the Head of School is authorized by the Board of Trustees to offer employment contracts to any employees. Therefore all discussions about future employment, employment status, and class assignments are not binding in any respect until a formal written employment contract is offered by the Head of School and accepted by the employee.

All employee contracts are made for one year, although they include provisions for termination prior to completion of the year. Employees are asked to communicate their intentions for the following academic year by the start of the new calendar year.

The Head of School issues renewal of contracts in March - May.

Contract Classifications

Contracted employees of the Overlake School receive one of three types of contracts:

Administrative contracts are issued to employees who have senior administrative responsibilities and/or direct and supervise major program areas. Annual work days vary according to the job description.

Faculty contracts are issued to employees who primarily teach classes, although they may in cases also have some administrative duties. The school calendar varies by year. On average there are approximately 184 faculty work days.

Faculty +10/+20 contracts are issued to employees who work in an instructional support role and may teach a class, club, or advisory secondarily. Employees on a Faculty +10/+20 contract work all faculty days plus an additional 10 or 20 days as defined by employment contract.

Staff contracts are issued to employees who do not fall into the above three categories. This includes employees who provide administrative support and maintenance services. Employees on staff contract work a 12-month calendar and qualify for vacation and any declared discretionary days. Staff may receive formal contract or other written confirmation of hourly rate.

School-year Staff contracts are issued to employees who provide non-instructional support, but work primarily faculty work days. School-year Staff do not receive vacation days, discretionary days or other paid holidays that occur outside of the school year. School-year Staff may receive formal contract or written confirmation of hourly rate.

Exempt Personnel

Employees in an administrative, professional or executive capacity as defined in the Fair Labor Standards Act are exempt from the wage and hour provisions of the Act. These employees are not paid for time worked in excess of 40 hours in one week. Each employee will be informed whether his/her position is considered exempt from overtime.

Exempt Employees/Pay on a Salaried Basis

The Overlake School adheres to the federal and state regulations that require exempt employees to be paid on a salary basis. Generally, this means that after any applicable type of paid leave is used, an exempt employee's salary is reduced only for full-day absences occasioned by personal reasons, illness or injury. The School continues an exempt employee's salary during work weeks while the exempt employee is on jury duty, a witness in a legal proceeding, or on temporary military leave, so long as the exempt employee is still providing services to the School during part of those work weeks. Overlake also limits the use of unpaid disciplinary suspensions with exempt employees to full days and to those circumstances allowed by the salary basis regulations. Exempt employees, who are FMLA eligible, may have their salaries reduced during work weeks in which they take unpaid FMLA leave, whether in full or partial-day increments. Please note that Overlake is not required to pay the full salary to an exempt employee in any partial initial or terminal week of employment.

Any exempt employees who believe that improper deductions have been made from their salaries are urged to bring their complaint to the attention of the School's Business Manager. Such complaints must be shared as soon as they are uncovered. The Business Manager or designee will investigate the complaint promptly. If improper deductions were made from salary, Overlake will reimburse exempt employees for any improper deductions.

Evaluations

Evaluation of employee performance is a necessary part of work. In April, staff members complete Self Evaluation and Draft Goals. By May 15 the Staff member will meet with their supervisor to review and finalize the Self Evaluation and Draft Goals. At this time the staff and supervisor will set regular meetings to discuss goals and feedback. This happens each year of employment, and staff contracts are issued following completion of this review. Every other year, staff will participate in a peer review. Working with supervisors in January/February, staff members will mutually select 5 colleagues to send an online feedback survey. Results from the survey will be summarized by supervisor and discussed with staff member during regular review meeting.

Holidays

The additional following 12 paid holidays are granted to all employees of Overlake:

- Labor Day
- Veteran's Day
- Wednesday before Thanksgiving Day
- Thanksgiving Day
- Friday following Thanksgiving Day
- Christmas Eve
- Christmas Day
- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day

Hours of Work/Rest and Meal Periods

Depending upon the area of service all employees (other than faculty, administrators and other exempt personnel) work an eight-hour period between 7:00 a.m. and 5:00 p.m. and are provided an unpaid lunch period of 30 minutes and two paid breaks of 15 minutes each. (Total hours at work are 8 ½, including lunch/breaks.) At the discretion of the employee's Supervisor, employees may be assigned to specific work hours to accomplish specific jobs and may be asked to work additional hours beyond his/her regular schedule.

Rest and Meal Periods for Non-Exempt Employees

All non-exempt employees receive a 10-minute paid rest break for each four hours of working time, unless the nature and circumstances of the non-exempt employee's work allows for the equivalent of 10 minutes rest taken intermittently or prevents the School from establishing and maintaining the regularly scheduled rest period. The non-exempt employee's supervisor may schedule the breaks, which should generally occur near the midpoint of each four-hour work period. A non-exempt employee may not use break periods to extend a lunch period, to work overtime, or to leave work early.

Non-exempt employees working more than five hours in a day are required to take a meal break two to five hours into their shift. The normal meal break is a (30) (60) – minute unpaid period. Any non-exempt employee who works more than ten hours in a day is required to take a second 30 minute unpaid meal period around the middle of the second five-hour period. Any non-exempt employee who is unable to take his or her rest or meal period must notify his or her supervisor promptly so that the School can reschedule the break/meal period or otherwise ensure that the employee receives proper compensation.

Overtime: Employees are not permitted to incur overtime without prior approval of their Supervisor. **Compensatory time off (Comp time) is not permitted unless taken in the 40 hour work week.**

Vacations

Eligibility: All non-faculty employees, either full or part-time, on twelve (12) month contracts are eligible for paid vacation time. No vacation benefit exists for faculty.

When Vacation Can Be Taken: Vacation will be arranged at the mutual convenience of the School and the employee as determined by the employee’s immediate supervisor. All vacations require prior approval by the supervisor. Wherever feasible, resolution due to a conflict of requested dates will be determined on the basis of seniority. In addition, at least five of the vacation days should be taken consecutively each year in order for the employee to have a significant break from work.

Use of Vacation Time: If vacations cannot be taken in the fiscal year earned, these days may be carried forward and used during the next full school fiscal year, i.e. July 1st to June 30th. Earned and unused vacation days are not accumulated beyond the next school year and are forfeited.

Payment for Unused Vacation Days: When an employee terminates employment, no payment is made for earned and unused vacation days.

Earned Vacation: The vacation benefit is earned monthly on the basis of years of employment at The Overlake School. Rehired employees will be credited with past employment time. Paid vacation days are earned the following annual rates:

During the First Year of Employment	10 working days
During the Second through Fifth Years of Employment	12 working days
During the sixth through Ninth Years of Employment	15 working days
During the Tenth and Succeeding Years of Employment	20 working days

Personnel entering employment during the School’s fiscal year will earn prorated vacation days.