**Handbook**

***Standing Rules***

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*Parents Active in Cooperative Education*

www.PACEatLockwood.org

LOCKWOOD ELEMENTARY
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BOTHELL, WA 98021

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STANDING RULES

#  Mission Statement

We are a partnership of teachers, parents, and children committed to providing an excellent education while fostering a sense of belonging—**a community**.

Our community supports an enriched, creative curriculum that celebrates our similarities and differences with a balanced attention to the development of the intellect and character—**a nurturing learning environment**.

Our nurturing environment is founded on our shared commitment to teach through modeling: respect, compassion, responsibility, and resourcefulness—**a legacy of core values**.

Above all, our core values focus our combined strengths on developing in our children: self-confidence and a joy for living and learning—**a foundation for their future**.

#  Program Description

##  What is PACE?

PACE (Parents Active in Cooperative Education) is an educational program offered through the Northshore School District (NSD) for grades 1–5 that emphasizes active parent involvement, enrichment activities, and innovative, creative, educational methods. On a space-available basis it is open to all children whose parents commit to provide a minimum of 80 hours a year of program assistance. Program assistance can be both inside and outside of the classroom. In addition, parents commit to fundraise to support the PACE budget.

At each of the NSD sites, the PACE program is both self-contained and actively involved with its home school. Each school’s staff provides music, computer instruction, library instruction, and physical education. PACE children can participate in all after-school activities. PACE parents support the school’s PTA/PTSA.

While philosophically very similar, each PACE program has a unique flavor. Utilizing the NSD curriculum, each of the PACE programs is directed by teachers and enriched by parent and student participation. The location of a student’s designated PACE program is determined by the location of their neighborhood school.

##  A Community

Parents, children, and teachers commit to working with each other as an **educational community**. This means that parents commit to supporting the teachers and children by giving of their time, energy, and expertise and that teachers commit to involving parents and children in providing innovative and creative educational opportunities. The PACE community is greatly enriched by diverse talents, cultural backgrounds, and interests.

**Teachers build community by:**

* Strategic Planning—Working with each other in planning enrichment activities, curriculum, and classroom organization; and to meet individual and classroom educational needs.
* PACE Meeting Attendance—Participating in the PACE Board meetings and PACE General Membership meetings.
* Regular Collaboration—Meeting regularly with each other and with other same grade level teachers at Lockwood in order to support each other, share information, and plan curriculum.
* Open Communication—Working closely with parents as assistants in their classroom and fostering open communication.
* Focus on the Whole Child—Developing in children an understanding of their roles in the classroom, their school, and the greater community—with an emphasis on teaching tolerance and advancing the social growth and development of each child.
* Creating a Positive Learning Environment—Creating a warm, accepting, and supportive learning environment in their classrooms.

**Parents build community through:**

* Classroom Support—Clerical tasks, teaching assistance, and curriculum support.
* Organizational Support—Field trips, classroom activities, and facilitating communication.
* Committee Work—Fundraising, social events, Mini-Units, outdoor education, school wide (PTA) functions, and programs.
* PACE Leadership—PACE Board functions including fiscal management, goal setting, and acting as liaison with teachers, district, and other PACE programs.
* Enthusiastic Participation—Reaching out in friendship, support, and cooperation.

**Children build community through:**

* Working Collaboratively—Children move through grades together and participate in multi-aged enrichment activities while working closely with each other, teachers, and parents in the classroom and in the community.
* Participating in Small Group Experiences—Children learn to work cooperatively both in learning and in problem solving.
* Having Class Meetings—Many PACE teachers use class meetings to involve children in problem solving and planning.
* Participating in Learning Plans and Evaluations—Teachers involve children in the planning and evaluation of their own learning.
* Participating in School-wide Programs—Like children in the neighborhood classes, PACE children often take student leadership roles such as safety patrol or recess helpers and participate in after-school activities such as sports, clubs, and music performances.

##  A Nurturing Learning Environment

All NSD teachers—including PACE teachers—create a curriculum that focuses on meeting the educational standards defined by the State of Washington. Within PACE, we work together as a close-knit community, in order to create a nurturing learning environment for children. Our objective is to integrate warmth, support, and belonging with challenge, enrichment, and creativity.

**Learning opportunities in PACE are:**

* Hands-on and Didactic—PACE learning is both experiential and through traditional reading, listening, and writing.
* Creative and Dynamic—PACE Teachers create curriculum to meet and exceed NSD standards.
* Community-focused and Wonder-oriented—PACE emphasizes bringing outside educational resources into the classroom, as well as taking children into the community for learning. We strive to provide opportunities for discovery that will spark passion and curiosity in our children.
* Developmentally Appropriate—Attention is given to the learning needs of the whole child.

**PACE also:**

* Provides Education Support—through one-to-one interactions and small group instruction due to parents’ teaching assistance, PACE provides strong educational support.
* Honors a multiplicity of learning styles—Our classrooms are supported by the efforts, experiences and lives of every family in the program which affords our children with a wide variety of learning experiences.
* Supports cooperative learning—Children work with each other, with parent teaching-assistants, and with children from other grade levels.
* Values Enrichment—Current enrichment includes foreign language instruction; field trips and on-site curriculum events; visual art, dance, music, and theater experiences; in-depth instruction made possible due to the support of parents; and Mini-Units.

**What Are Mini-Units?** Mini-Units focus on one subject for several 1- to 2-hour sessions, involving all grade levels. Mini-Units provide students with concentration on specific area of curriculum, mixed-age interaction, and familiarity with other teachers and classrooms.

##  A Legacy of Core Values

Many years of effort and dedication have built the legacy of PACE’s core values. At the time PACE was initiated, schools across the nation were working to create alternatives to traditional educational systems within their public school districts. In 1973, a group of 15 families proposed the Northshore Alternative Program (NAP), and with NSD Board approval; the first teacher was hired to begin the 1973–1974 school year.

Since then, the NAP program evolved into the PACE program and has grown in size and structure to serve hundreds of students throughout the district.

An excerpt from the original NAP philosophy statement reads as follows:

*“Believing that learning can and should be a joyful experience, we want to help our children develop their excellence as human beings. Having seen that direct interaction nurtures awareness of other[s] and oneself, we seek a school where children of all ages learn freely from each other. An atmosphere of warm human relations is necessary, we feel, for social and intellectual growth and the development of a person capable of independent and creative thought.”*

Despite many changes, and dynamic growth in the program, this original philosophy statement still describes the core values of PACE.

We are dedicated to maintaining the following core values:

* We believe that parents and children, under the direction of innovative teachers, share responsibility for shaping our program.
* We believe the best learning takes place in a warm and supportive atmosphere where each child’s individuality, learning style, and learning rate are considered and respected.
* We believe that students and families working cooperatively with teachers foster the uniqueness of the individual, as well as teach the importance of teamwork.
* We strive, through active participation, to create a bridge between home and school learning activities.

We believe it is each participant’s responsibility to be flexible and innovative, while considering current needs of the PACE population.

##  A Foundation for Their Future

In preparing our children for their future we strive toward fostering a strong foundation of character and capabilities, which we hope will prepare them for a lifetime of learning and growing as citizens.

**The PACE program provides children:**

* Diverse and Enjoyable Learning Experiences—The program works to sparks interest, feed curiosity, and develop a love for learning.
* Skills to Solve Problems—The program teaches children to work independently as well as together; building capabilities, responsibility, and respect.
* Citizenship skills—The program develops cooperation, caring, and awareness beyond the self.
* Encouragement—The program encourages children to discover and advance their unique strengths.
* Connections with Others—The program offers opportunities to establish close relationships with each other and adults—breaking down gender and age barriers.
* Accountability in the Community—The program builds integrity, character, and respect for self and others.
* Leadership experiences—The program offers cooperative learning projects and student community council participation.
* Hope—The program fosters an awareness of the power children have to create positive change in their environment and their world.

**However, the PACE program is:**

* **NOT** a hand-picked, remedial, gifted, or accelerated placement program. Entry is by lottery on a space-available basis ensuring equal access to the program for all NSD elementary students.
* **NOT** a clique. Although tight friendships and sub-groups can form in any community, it is important to note that the program is not intended nor designed to be exclusive.
* **NOT** a replacement for the NSD and WA State mandated curriculum. PACE classrooms adhere to the same curriculum requirements as the Lockwood neighborhood school classes. PACE students do, however, benefit from curriculum enrichments made possible by the high level of parental involvement in the classroom.

As part of the Lockwood school community, PACE students are full participants in Lockwood’s PE, musical instruction, and after-school activities.

* **NOT** a guarantee of a specific teacher. Although we highly regard and value our teachers, the philosophy of the PACE program is the selling point, not any individual teacher.
* **NOT** a means to micromanage what our children learn. Our teachers own the curriculum, while parents work with them in partnership.
* **NOT** *only* for families with a stay-at-home parent/guardian. The requirement of hours per family can be met outside of class time.

With its deep roots, PACE continues to grow and change in dynamic ways. We are proud of what we have been, and the current strength of the program. We look forward to meeting and working with the educational challenges, and opportunities, the future presents to us.

We are and will continue to grow as a community, a nurturing learning environment, a legacy of core values, and a foundation for our children’s future.

#  Goals and Objectives

We want to create a climate in which:

* The child takes the initiative in learning, acquires a love for learning, and comes to realize that learning is a part of everyone’s life.
* The child sees her/himself as a participant in life, rather than as preparing for life.
* The child feels the school is hers/his, with a growing self-awareness that learning is her/his domain, and that she/he is an important and effective part of the school.
* The child learns to solve social problems rather than having them solved.
* The child can appreciate the natural excitement of achievement and discovery, without being preoccupied with competing on the basis of imposed criteria.
* Children and adults can come together in a community to share in a continuous learning process.
* The line of definition between school and home is blurred. What happens at home and at school are parts of the same process. With parents and children working together at school, there is a more natural and effective carry-over.

#  Summary of Enrollment Procedures

The full text of Enrollment Procedures was approved by the Unified PACE Board in April of 2012.

**Note:** *Registrar 2 keeps a record of the full enrollment policies as approved by the Board of Directors (in coordination with the Northshore School District Administration and the leadership of all other Northshore School District PACE programs).*

##  Enrollment Priority

Enrollment priority is determined as follows. All positions require the family be members in good standing of the PACE community.

1. Current PACE students in the site’s program
2. Siblings of current students, when sibling status is verified. Priority is based on the date that the first sibling has completed one year of school (earlier dates have higher priority).
3. Children of PACE teachers. Priority is based on the date the forms were accepted by the Registrar (earlier dates have a higher priority).
4. Transfers from other PACE programs**.** Priority is based on the date that the student was originally put on the waitlist for the PACE program they are transferring from (earlier dates have higher priority).
5. Siblings of PACE alumni. Priority is based on the date that the forms were accepted by the Registrar (earlier dates have higher priority).
6. Yearly waitlist (feeder school families).
7. Yearly waitlist (non-feeder school families residing within Northshore School District).
8. Yearly waitlist (out of district families).

##  Enrollment Procedures

PACE Enrollment Procedures are as follows.

1. An Information Night/Open House is held on the date set by the Unified PACE Board. Attendance is optional.
2. Parents sign up for a tour at Information Night or may call for a tour during the Lottery Tour Call-in period.
3. Tours are required in order to be eligible for the Lottery Drawing.
4. The Tour Coordinator contacts parents in the order they have signed up or called in to schedule a tour. The first tour times will be filled by those most easily contacted. The program will make every reasonable effort to schedule and carry out as many tours as possible within the Lottery Touring period. It is possible that all tours could be filled in which case the applicant will be ineligible for the current years’ Lottery Drawing.
5. Registration forms will be given to parents at the time of the tour. Children are officially eligible for the Lottery Drawing when a tour is completed and the registration form is returned to and accepted by the Registrar. To be accepted, forms must be filled in completely and accurately and returned by the deadline.
6. The Lottery Drawing will be done by a PACE executive board member and will be held with the school principal and two other PACE executive board members present.
7. The Registrar will notify families of the results of the Lottery Drawing as soon as possible. Families must return Commitment Forms and the Enrollment Processing Fee within two weeks of notification.
8. A limited number of tours will be available through the end of the school year. Applicants who complete a tour and have their forms accepted by the Registrar will be added to the bottom of the waitlist for their category on a first come, first served basis.

##  Good Standing

In order to remain a member in good standing, the parent(s) shall:

1. Sign the Letter of Intent, Parent Participation Agreement, and Commitment Form and return them with the Enrollment Processing Fee by the Forms Due deadline for the following school year. (Please refer to the Parent Participation Agreement)
2. Commit to, and fulfill, the 80-hour parent participation requirement as stated in detail in the Parent Participation Agreement.
3. Attend the required general and classroom meetings.
4. Participate in and complete the fundraising obligation as stated in detail in the Parent Participation Agreement.
5. Be prepared to provide student transportation in the event that it is no longer provided by the Northshore School District.

Placement and continuation in the program for members is contingent on:

1. **Space availability.**
2. **Timely submission of registration forms and enrollment fees.**
3. **Completion of 80 hours of family participation each year.** Each family is required to make a commitment of 80 hours of participation each year as stated in the Parent Participation Agreement, and to report hours three times a year (December 1st, March 1st, and June 1st). The Parent Participation Coordinator will review both the hours compiled by each family in their trimester reports, and the fulfillment of their fundraising obligation. If necessary, The Parent Participation Coordinator will coordinate with the President to take steps as outlined in the Parent Participation Agreement.
4. **Satisfaction of Fundraising Obligation.** Each family is required to fundraise per student as stated in the Parent Participation Agreement. Please note that there is always the option to pay the required amount directly without participating in fundraising events/activities, and that payment plans can be arranged on a case-by-case basis.

##  Enrollment Provisions

* Enrollment forms cannot be turned in earlier than the first day of school after Winter break in the school year prior to the year being applied for.
* Any PACE family moving within the district has the option of remaining in their current PACE program by applying for a waiver and providing their own transportation. This is contingent on District approval, with every case considered on an individual basis.
* Enrollment requests that lie outside the normal procedures adopted by the PACE Board will be reviewed by the District Administration and the Principal in conjunction with the Registrar.
* Supplying false or misleading information, whether knowingly or unknowingly, can and will lead to disqualification or dismissal from the PACE program.
* In all cases, the Principal has administrative authority over how openings are filled.
* Mid-year entry into the program is discouraged.

#  Parents’ Role

Parents agree to:

1. Fulfill the 80-hour family participation commitment as stated in the Parent Participation Agreement.
2. Participate in fundraising events to meet the full fundraising obligation and/or by paying the fundraising obligation directly for each child in the program.
3. Attend all PACE General Membership meetings.
4. Complete enrollment procedures for entry to the program, sign a Letter of Intent and return it by the district required date for the following year’s registration, and pay the enrollment fee.
5. Be familiar with and support the PACE Mission Statement and Program Description.
6. Understand that those who participate in the classroom do so at the direction of the teachers.
7. Provide transportation to and from school if out of the Lockwood service area.
8. Participate outside the classroom as requested by teachers, room reps, committee and Board members.
9. Be supportive of teachers and children.
10. Support in whatever ways possible the Mini Units and Field Trips offered during each year.

#  The PACE Board

##  Board Election Procedure

1. At the January General Membership meeting, the President and Vice-President submit a survey of interest and nominations for Board of Directors positions.
2. The President and Vice-President, in coordination with the nominating committee, submit a slate of nominees at the April Board meeting for approval.
3. This approved slate of nominees will be presented and voted on at the May General Membership meeting. Nominations for the Executive Committee, except the President, are also accepted from the floor.
4. The Vice-President is elected for a two-year term, the first year as Vice-President and the second year as President—and shall not serve two consecutive terms. The Registrar 1 and Registrar 2 are elected for a two-year term, preferably staggered. The Secretary is elected for a one-year term. The Treasurer is elected for a two-year term and may serve no more than two consecutive terms. Mini-Units Coordinator, Outdoor Education Coordinator, Parent Participation Coordinator are also elected for two-year terms. All other Board members are elected for one-year terms.
5. Each member of the Board of Directors, except the Treasurer, remains in office for an additional month past the expiration date of her/his term to familiarize new members of the Board of Directors with their responsibilities and to pass on files and/or notebooks detailing their job descriptions. The Treasurer remains in office until August 31.
6. If a vacancy occurs in a position, the President appoints an interim. An election is held at the next available General Membership meeting. If there is a vacancy in the office of President, the Vice-President will become the President and at the next General Meeting a Vice-President will be elected.

##  Board Organization

1. The Board of Directors\* consists of:
2. **Executive Board of Directors**: President, Vice-President, Registrar 1, Registrar 2, Secretary, and Treasurer.
3. **Board of Directors:** Communications Coordinator, Community Support Coordinator, Field Trip Coordinator, Fundraising Coordinator, Member at Large, Mentoring Coordinator / Co-Coordinator, Mini Units Coordinator / Co-Coordinator(s), Outdoor Education Coordinator / Co-Coordinator(s), Parent Participation Coordinator, PTA Representative, Room Representatives (*Class Room Representatives share 1 vote and take turns attending Board meetings*), Staff Appreciation Coordinator / Co-Coordinator, Spanish Liaison / Co-Liaison
4. **PACE teachers** who attend on a rotating basis and act in an advisory, non-voting, capacity to the Board. Teachers will represent all teaching staff, and report back to them.

*\*See Appendices B-1, Board of Directors Positions and B-2, Board of Directors Job Descriptions*

B. The Principal will be notified of Board meetings

C. Board members:

1. Attend meetings indicated in their job descriptions.

2. Attend all Board meetings, if they are voting members.

3. Help plan the yearly budget and calendar.

4. Determine policy on:

1. Parent participation in the program,
2. Program size and expansion (in cooperation with NSD and Lockwood Principal),
3. Short-term task forces and committees (transportation, teacher selection, program evaluation, etc.) as needed,
4. Develop and coordinate a periodic plan for evaluating student, parent, and teacher attitudes about the program.
5. Review the organization, philosophy, and job descriptions periodically (recommended every other year) and revise as needed,
6. Approve a slate of nominees at the April meeting for the next year’s Board and,
7. Maintain a notebook (paper or digital) of resources, procedures, and other pertinent information to be passed on each year.

#  PACE Organization Chart

|  |
| --- |
| **NSD Board of Directors** *(5 elected members)* |
|  |  |
| **NSD Superintendent** *(*Duties include: *Board Liaison, District Goals, Legal Issues, Policies and Procedures, & Strategic Plan)* |
|  |  |
| **NSD Assistant Superintendent of Elementary Education** (Duties include: *Elementary Schools, All-day Kindergarten, Mid-Level Kindergarten, English Language Learning, Extended Learning/Summer School, Gifted Programs, Instructional Support K-5,* PACE, *Preschool, & Special Education-Elementary)* |
|  |  |
| **Lockwood Principal** |
|  |  |
| **Lockwood Staff** |
|  |  |
| **PACE at Lockwood Executive Board***(President, Vice-President, Treasurer, Secretary, Registrar 1, & Registrar 2)* |
|  |  |
| **PACE at Lockwood Board of Directors***(see Appendix for full list)* |

**Note:** there is a volunteer parent from one of the PACE sites who is an All PACE Liaison with NSD. She/he works closely with the Assistant Superintendent of Elementary Education.

#  Field Trip Guidelines

Field trips are an integral part of the PACE program, providing our children with a vast array of learning experiences not available in a classroom setting. To promote safety and to adhere to District requirements the following guidelines are presented:

##  Northshore School District Board and Lockwood Policy

1. Before a child can go on a field trip, the Field Trip Permission Form, Booster seat Addendum (if applicable), and the “emergency contact list” envelope should be in the Chaperone/Driver’s packet. These forms are issued individually for each field trip taken and subject to policy change.
2. The Washington State Patrol Form and Lockwood Volunteer Application MUST be completely filled out, signed, and on file at school before a Chaperone may go on a field trip.
3. The Authorization for Use of Private Auto and photocopy of your Proof of Insurance card MUST be completely filled out, signed, and on file at school before a driver may drive on a field trip. It is advisable to list information for all family vehicles on this form in case more than one vehicle is used for field trips.
4. A list of drivers (with cell phone numbers if possible), chaperones, and carpool assignments is turned in to the office for each class taking a field trip. A copy is also given to the teacher.
5. There is to be no changing of students from one carpool to another unless otherwise stated by the teacher.
6. Drivers shall not make stops to or from school, use cellular phones while the vehicle is in motion, or smoke during the duration of a field trip. As of July 2017, Washington State law makes it illegal for a driver to hold an electronic device in even when stopped at an intersection or in traffic.
7. If a child misbehaves while the vehicle is in motion, the driver should pull off the road and stop. Drivers/chaperones should contact teacher to discuss behavior and plan of action. If necessary and with teacher approval, the driver may terminate the field trip and return to school.
8. If there is a significant medical emergency or an accident, 911 needs to be called. After the injured child is given appropriate care, the incident needs to be reported to the school nurse. Minor injuries and medical events must be reported upon return to the school nurse, as accident forms need to be filled out.
9. The classroom teacher is responsible for all medications that need to be carried on the field trip. The school nurse coordinates with the teacher to determine the number of first aid kits to be taken. Students who have life-threatening or other health concerns, particularly if medication administration is required during the field trip, need to be assigned to the same carpool as the teacher.
10. Please contact the Lockwood staff if you are driving and will be delayed. This helps to alleviate concerns by parents, car pool drivers, and staff. If a field trip is running late, it is still important for drivers to return the students to school instead of taking them home. For safety and security, students need to follow school pickup procedures if they miss their buses or carpools.

##  Washington State Policy (under RCW 46.61.687)

1. Booster seats are required for children until age 8 unless they are 4’ - 9” tall.
2. Children over 8 or 4’-9” tall are required to be in a properly adjusted and fastened seat belt or a booster seat.
3. Chaperone/Drivers will use the 5-Step Seat Belt Test (see below) to determine if the seat belt is properly adjusted:

**5 Step Seat Belt Test\*:** Is the child big enough for a seat belt? Not unless they can do ALL of these things:

* + 1. Sit straight against the vehicle seat back?
		2. Bend legs naturally at the edge of the vehicle seat?
		3. Sit comfortably without slouching for the entire ride?
		4. Keep lap belt down on the hips, touching the thighs?
		5. Sit with shoulder belt on the center of the shoulder?

If you answered “no” to any of these, the child is not big enough to use just a seat belt.

 *\*Adapted from SafetyBeltSafe U.S.A. 5-Step Test*

##  PACE at Lockwood Policy

1. For grades 1st thru 3rd, the field trips are required to use buses. For 4th and 5th grade field trips, the Class Field Trip Representative coordinates with the teacher to assign children to carpools.
2. A lap/shoulder seatbelt or harness is REQUIRED for all students. Do not drive with students in the front seats of cars.
3. Chaperone/Drivers will provide whiplash protection for all children whenever possible by utilizing either the vehicle head rest or a high-back booster seat.
4. If a student’s behavior is unsafe or disrespectful during a field trip, consequences are applied as follows:
	1. The student is reminded by a teacher or supervising parent of appropriate behavior,
	2. If poor behavior persists after a reminder, the teacher will place the student on probation for the following field trip. This means that the student will be closely watched in this chance to demonstrate compliance with safety and behavior expectations. A letter will be sent to the student’s family explaining the situation and PACE policy.
	3. If similar behaviors persist during probation, the student will not be allowed to attend the following field trip.
	4. For field trips following the exclusion, the teacher(s) will determine a plan to help the student achieve safe and respectful behavior on field trips.
5. In order to keep student field trip costs as low as possible, a parent-to-child ratio is predetermined before each trip by the teacher and class Field Trip Representative to provide adequate supervision. Costs for the designated number of chaperone/drivers and any parking fees are drawn from the classroom field trip budget, which the class Field Trip Representative manages.
6. Parents attending beyond the predetermined ratio must pay for themselves. Parent chaperones are not allowed to purchase treats or other items for students during the field trip unless approved by the teacher.
7. Teacher discretion is used as to the number of extra people on field trips.
8. No siblings are allowed on field trips, unless otherwise *stated*. Social events are designed to include whole families throughout the program, whereas field trips and on-site curriculum events need to be tied to curriculum of a specific class of students. Field trips are approved by the administration, and our principal, for value-added educational purposes for that class only.
9. Use of gaming devices or showing a movie in the carpool vehicle is not allowed during school field trips. A copy of the PACE field trip guidelines will available to chaperones in the folders for each field trip.
10. For designated 5th-grade field trips, the proceeds from field trip fundraising and donation money goes into the class field trip budget. It is applied equally among all the students. The amount of money raised or donated does not merit any special privileges for the giver or give someone more influence in decision-making. Every family shares in the fundraising obligation, and also shares equally on the field trip privileges. For example, a larger donation would not allow both parents to go on a trip if the policy states only one per family is allowed.
11. When the determined number of drivers has volunteered for a field trip, anyone beyond that number must pay his/her own way. If tickets are limited, a wait list is started. If a driver/chaperone cancels, the first person on the list is contacted. Payment issues between drivers are up to them, NOT the Field Trip Representative or the teacher.
12. A family’s fundraising obligation will not be reduced if a child does not attend a field trip (whether by choice or necessity). A child not attending a field trip (whether by choice or necessity) is still responsible for their share of the total cost.
13. Children are not to bring extra money on field trips unless otherwise stated by the teacher.
14. Field trips are relevant to curriculum and therefore part of the overall PACE commitment. Although we as parents work closely with the PACE teachers, a boundary does exist between the decisive role of teachers with regard to curriculum, and the supportive role of parents. For this reason, our PACE Teachers put considerable time and effort to plan and coordinate Field Trips that enhance students' learning. Teachers are not expected to have a list of Field Trips planned for the entire academic year. Often, planning is dependent on venue availability and coordination of the curriculum. It is imperative to the success of the Field Trip program to allow teachers the opportunity to determine how best Field Trips will be used in conjunction with classroom learning.

##  Field Trip Sibling Policy

The PACE at Lockwood Sibling Policy dated Feb 27, 2008 states that,

“Field trips and on-site curriculum events exist to support academic work in the classroom. Parent chaperones, drivers, and volunteers are needed to enhance and supervise the experience, as well as to ensure the safety of students. They should not have the additional responsibility of caring for siblings, which could potentially deter from the class experience. Only students from a given classroom should attend that classroom’s field trip or on-site curriculum events. Students outside of the classroom are not to participate in the field trip or on-site curriculum events experience. In the interest of fairness, home-schooled siblings are also not to attend field trips and on-site curriculum events.

Should emergency circumstances arise, the Field Trip Rep, teacher, & room rep should be notified to work on a creative solution.

Exceptions to the Lockwood policy can apply to the PACE at Lockwood policy, but all conditions must be satisfied.”

To ensure the safety of our students and the longevity of our program and enrichments, PACE at Lockwood reminds our membership of the **Lockwood Elementary** policy: **Siblings are not invited to attend field trips or on-site curriculum events.**

There are circumstantialexceptionsto note, but they require advance notification and confirmation. Siblings will be turned away if arrangements were not made ahead of time. The following conditions must all be satisfied for a sibling to attend a field trip or on-site curriculum events:

1. The teacher approves and invites siblings in advance.
2. Siblings are not school aged and will not miss their mandatory attendance in their grade level classes (K-12).
3. The siblings will have a supervising parent who is not a volunteer, chaperone or driver for the field trip.
4. The siblings will be in attendance only for observation (i.e. not participating or using budgeted supplies and materials) and/or for non-academic allowed time (i.e. lunch).
5. The supervising parent agrees to remove the sibling in the event of any disruptive or disrespectful behavior.

##  Field Trip Parent Participation

For the safety and well-being of our students, there are limits on parent-driven Field Trips from Thanksgiving to Mid-Winter Break. Road conditions during these months require that Charter or School buses be the sole transportation method.

For Field trips that are limited in the number of chaperones that can attend, a fair and equitable system will be followed to determine those chaperones.