



Jackson High School

“Pride, Excellence, Character”

1508 136th St SE, Mill Creek, WA 98012
Phone: (425)385-7000 Fax: (425)385-7002

| | | |
|----------------|---------------------------------------|--------------|
| Dave Peters | Principal | 425-385-7080 |
| Shaun Monaghan | Assistant Principal | 425-385-7092 |
| Michelle Renée | Assistant Principal | 425-385-7091 |
| Sechin Tower | Assistant Principal | 425-385-7073 |
| Blythe Young | Assistant Principal/Athletic Director | 425-385-7016 |

Jackson's web page: <https://www.everettsd.org/Domain/10>

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Jackson High School Support Staff

Dave Peters

Principal,
Room B220, x7080

Shaun Monaghan

Asst. Principal
10th Grade Students
Room B241, x7092

Michelle Renée

Asst. Principal
9th Grade Students
Room B221, x7091

Sechin Tower

Asst. Principal
11th Grade Students
Room B242, x7073

Blythe Young

Asst. Principal/Athletic Director
12th Grade Students
Room B222, x7016

Kristina Monten

Administrative Support
Health Room/Contact Backup
Room B215, x7020

Activities Coordinator:

Jason Gadek, B130, x7105

Counseling Department:

Leslie Tucker (A-Co) x7026

San Le (Cr-F) x7093

Connie Sperry (G-Kh) x7023

Sarah Williams (Ki-M) x7024

Paul Turner (N-Sa) x7027

Leiann Gregg (Sc-Z) x7025

Counseling Secretary:

Gina Strom, B227, x7010
Counseling Calendar
Enrollment
Maintain 504 Records

Success Coordinator/Admin:

Jennifer Linder C202, x7049

Success**Coordinator/Assessment:**

Rhea Soma, C202, x7037

EL Success Coordinator:

Erin Thomsen, TBD, x7155

Administrative Para:

TBD, D208, x7070

Speech & Language:

Rebecca Wynne/Eva Harris,
D202, x7004

Office Manager:

Sukawt Al-Mansouri, x7001
Bells

Conference/Workshop Scheduling
Distribution/Collection
General Fund Budget Tracking
General Fund Purchase Orders
Intercom System
Substitutes
Pay Checks/Contracts, Etc...
Payroll/Timesheets/Timecards
Reimbursements
Revenue Collection
Statements of Travel
Sonitrol/Security
Travel Requests

Athletic Secretary:

Stephanie Kushan, x7018

Office Secretary:

Jennifer Hastings, x7003
Calendar
Field Trips & Transportation
Front Reception

Office Secretary:

Lori Wirtz, x7108
AP Testing
Complete end of year district
discipline reports
Enter discipline incidents into
eSchoolPlus
Lockers
Maintain Discipline Records
School Choice Transfers
Web Master

Registrar:

Anne Bellrichard, x7015
Grade Changes
Student Withdrawals
Transcripts
Counseling Assistant
Records Requests

Athletics Coordinator:

Alan Briggs

Librarian:

Emily Moore

Computer/Records**Secretary:**

DeeAnn Williamson, x7021
Annual Planning Guide
Enrollment Reports
Master Schedule
Report Cards
Student Record Updates
Assist counselors with student
scheduling

Attendance Secretary:

Kelly Soros, x7033
Student Attendance
BECCA Petitions

ASB Secretary:

Shilpy Anand, B128, x7009
All ASB Finances
ASB Purchase Orders
Revenue Collection
Treasurer
PSAT Sign-ups

Library Secretary:

Jean Reiersen, x7013
A/V Equipment
Facilities Use
Library
Textbook Distribution/Check-In

Health Room Assistant:

Angie Sagendorf, B228,
x7006

School Nurse:

Joan Sanders, RN, B129,
x7149

Career Specialist:

Marianne Allen, B225, x7028

Family Support Advocate:

Alyssa Campbell, TBD, x7150
Clothes for Kids Program

Drug & Alcohol Counselor:

Lyn Lauzon, D203, x7178

School Psychologist:

Ginger Alonzo, C248, x7022

The Mission of Jackson High School

Our mission is to provide a rigorous curriculum that sets high standards and prepares all student for the future.

Jackson Leadership Council (JLC)

The JLC meets 2:20 p.m.to 4 p.m. in the Career Center on dates determined by the JLC. The JLC is facilitated by teachers from the JLC. This year Stacey Hall will facilitate the JLC. This body has an instructional focus and facilitates the implementation of the School Improvement Plan that was developed by the entire staff. The JLC is composed of the team leaders from each of the content teams, support staff, parents, students, and the administrative team.

Department Team Leaders:

Business/Technology
Counseling
English
Fine Arts
Math
Paraeducators
PE
Science
Social Studies
Special Education
World Language

Maggie Thorleifson
Connie Sperry & Leiann Gregg
Kyle Peacocke
Kaja Smith
Scott Dyer & Jason Gadek
Rhea Soma
David Hutt
Stacey Hall & Kevin Kukla
Steve Johnson
Marisa Cundy
Megan Friedenson

Administrative Team:

Principal
Assistant Principal/Athletics
Assistant Principal
Assistant Principal
Assistant Principal

Dave Peters
Blythe Young
Sechin Tower
Michelle Renée
Shaun Monaghan

Staff Meetings

These meetings are intended for all Jackson High School staff. Staff should report to the Commons by 2:15 to sign in. Staff meetings will begin at 2:20 p.m. By contract, attendance is required for all certificated staff; other staff members are encouraged to attend. Certificated staff who may not be able to attend a staff meeting are expected to discuss the need to be absent with an administrator prior to the meeting. Depending on the type/content of the meeting, there may be a make up meeting the following morning in the Library.

Staff Call Backs

9/26/18, 6:30-9:00 p.m. - Curriculum Night

Callback #2: As per an agreement with Jared Kink, we have traded this for time to take Safe Schools trainings and required surveys.

Callback #3: Held in good faith for those who will attend the graduation ceremony in June.

Learning Improvement Fridays (LIF)

LIF days occur on designated Fridays at the end of the school day. The purpose of this student early release time is to provide a resource for school improvement work that consequently protects both instructional time for teachers and students, and the individual preparation activities that have a direct impact on student learning.

Administrator-facilitated Fridays


Administrators will engage LIF teams on matters related to the continuous improvement of instruction, school programs, professional growth, and best instructional practices. All staff are expected to meet with their designated Admin-LIF teams on these days. Teams are required to document their Admin-LIF team work on the district Lesson Planning Template and LIF Data Disaggregation Form. Larger staff meetings might be needed to facilitate this work. Singletons and partial FTE staff will work with their principal to develop a plan regarding their use of this time.

Continuous Improvement Cycle

At Jackson High School and in Everett Public Schools, we operate using the 8-Step continuous improvement model. The 8 steps are categorized into four key areas:

| | | |
|-------------|----------------------|--|
| PLANNING | Data Disaggregation | Where are our achievement gaps? Which content areas and sub-skills within these areas are causing students the most difficulty? How will we know what our students already know and what they do not know yet? |
| | Timeline Development | Creating an instructional calendar. What should students know and be able to do as a result of our instruction? |
| INSTRUCTION | Instructional Focus | What rigorous instructional strategies will be used to facilitate the learning of clearly defined mastery level learning objectives? |
| ASSESSMENT | Assessment | To what extent did students meet mastery level learning objectives? Which students mastered the objectives and which need additional time and support? |
| | Maintenance | How/when will we formally, on an ongoing basis, review and reinforce core skills and learning expectations? |
| | Monitoring | What systems do we have in place to monitor classroom and school wide learning progress? What do those progress-monitoring tools tell us about next instructional steps at this point in time? |
| RESPONSE | Tutorials | How/when will we provide tutorial time to reteach non-mastered target areas? |
| | Enrichment | How/when will we provide enrichment to those who have mastered the content? |


LEARNING IMPROVEMENT FRIDAYS (LIF)



The Work of High Performing Teams
Unit Planner

Team
Teacher
2017-18 Team Norms
Content if: Name of Unit Summative Assessment

Week of



The Work of High Performing Teams
Data Disaggregation

| | Day <input type="text"/> | Day <input type="text"/> | Day <input type="text"/> |
|--|--------------------------|--------------------------|--------------------------|
| What are the instructional outcomes? <i>The outcomes are clear and written in the form of student learning. (Timeline Development)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| How will I engage students in learning? <i>Intellectually engaging strategies are aligned with instructional outcomes. (Instructional Focus)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| How will I check for understanding? <i>Questions, prompts, and assessments are used to demonstrate evidence of learning of instructional outcome. (Assessment)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Administrator's Feedback | <input type="text"/> | | |

Team Name: Click or tap here to enter text. Date: Click or tap here to enter text.

What assessment are we disaggregating?
Click or tap here to enter text.

What target(s) were measured by this assessment?
Click or tap here to enter text.

How many students

| Met standard | Close to meeting standard | Below Standard |
|----------------------------------|----------------------------------|----------------------------------|
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

Which content areas and sub-skills are causing students the most difficulty?
Click or tap here to enter text.

What interventions will we do to support students who did not meet standard?
Click or tap here to enter text.

What are our next steps in response to this data?
Click or tap here to enter text.

Each course will have a **unit planner** completed for each unit. For courses taught by multiple team members, this will be a collaborative effort. For courses where only one teacher instructs that course at JHS, that teacher may complete the form(s) individually or collaborate with respective teachers at the other schools as applicable.

Information resulting from common assessments should be recorded on the **data disaggregation** form. This record will serve as an important resource for teams to determine next steps to improve student learning.

Employee-facilitated Fridays

Employees will engage in the implementation of programs and classroom instruction, which may include but not be limited to, planning lessons and units, scoring and analyzing students' work, using the data to plan next steps, and/or collaborating with their colleagues in this process.

Office Staff Support

Although our amazing office staff members are here to support students, parents, visitors, and staff, they need our support as well. In order to help maximize the amount of time they have available to meet the demands of their responsibilities, please do the following instead of (or before) contacting the office:

- Refer to JHS/District staff phone lists if you're looking for a phone number
- Refer to the SCOOP for a school or district form you're looking for

Jackson High School Operations & Expectations

ABSENCE REPORTING AND LEAVES OF ABSENCE FOR STAFF

Staff Absences and Sub Plans

If you need to submit an absence, please use this [link](#) to access the SmartFind Express system. You will enter the date, time and reason for your absence. It is VERY important to have sub plans available either through this system or in your classroom. If there is an emergency and you are unable to use a device to submit your absence please let the main office staff know immediately so they can arrange coverage.

Leave Without Pay

Any leave without pay must be pre-approved by the immediate supervisor prior to the leave being taken. eSchool Solutions' SmartFindExpress has been updated to alert the employee that a Payroll Absence Verification Form is required for this type of leave to be taken (similar to how bereavement leave works).

Long-term Leave and Work Restrictions

When an employee is on a long-term leave (medical, personal, childcare, etc.), they may not work for the District or anywhere else for the duration of their leave without prior approval from the Executive Director of Human Resources. They may not attend classes offered by the district; attend LID, in-service, or other professional development days; nor may they work as a substitute in any capacity.

Questions about absence reporting, contact:

Debra Wisniewski, Substitute Coordinator @ ext. 4111, or 24-Hour Line @ 425.320.1337

Payroll Absence Verification forms available in office

ANNOUNCEMENTS

Important information is distributed each day via the announcements at the start of 3rd period. Please make sure your classroom is quiet so that students can hear these announcements. Do not teach class during this time. You will also receive a copy of the announcements via email. It is helpful to students if you display the announcements on a projection screen as the announcements are being read.

ATTENDANCE REPORTING FOR STUDENTS

Marking Attendance

For students who arrive with a pass, you do not need to change the attendance because the attendance office will make the change. Please do not send them to the attendance office.

For students who arrive without a pass, teachers should mark attendance as:

- If a student is late (without a pass), you must change students from (NC) to (TU) or (AUL) and indicate the time of their arrival in the "Arrive" column.
- **(TU)** (tardy-unexcused) for students who arrive (without a pass) before the halfway point of the class period.
- **(AUL)** (absent-unexcused pass) for students who arrive (without a pass) between the halfway point of the class period and the end of the class period.
- If a student leaves class early without a pass, mark them (TU) if they miss up to 49% of the class or (AUL) if they miss 50% or more of the class.

Teachers are expected to mark their attendance by the end of the class period, so that the code is accurate.

Attendance Discipline

Treat unexcused tardies as a disruption and follow the teacher interventions listed on the discipline section for tier 1 behaviors. Before writing a referral, teachers must employ multiple intervention strategies in order to keep the student in the classroom and to maintain a healthy relationship with the student. Some strategies to employ include: call student attention to the behavior, reteach expectations/desired behavior, private conversation with student, calling home. If, after employing the previous strategies, write a referral and send it to Kristina Monten.

Administrators are committed to working with staff to reduce tardies. We will be in the hallways during passing periods whenever we can. Teachers can help reduce tardiness by:

- Greeting students at their doors during passing periods
- Bell-to-bell teaching. Present the learning target and launch the lesson when the bell rings. Make the first 10 minutes count!
- Do not let students out of the classroom during the first and last 10 minutes of class. This will make administrative efforts to get students to class on-time more effective.

PERSONAL ELECTRONIC DEVICE (PED) POLICY & PROCEDURE

Selected portions of School Board Policy 3246

We encourage staff to allow the use of student PEDs when appropriate to the instructional target and learning experience. High school students may use their cell phones and other PEDs for personal use during transition periods, at lunch and before/after school. Students are expected to silence their PEDs when entering a classroom. Headset device usage within the classroom will not be allowed unless specifically authorized by the teacher.

Use of personal electronic devices at Everett Public Schools is considered a privilege and not a right and may be revoked by a principal, assistant principal, or principal's designee. All authorized use at school shall be in compliance with district policy and school rules.

The following steps will generally be taken if the student violates district policy or school rules regarding PEDs.

- Step 1 Warning from classroom teacher to the student.
- Step 2 Warning and teacher calls home or emails the parent/guardian of the student informing them that the next step will be a referral to the office.
- Step 3 Teacher informs student he/she is writing a referral to the office. Teacher calls home or emails parent/guardian of the student to inform them a referral to the office has been made. The student will be given an after school detention or other appropriate consequence.
- Step 4 If violation of school rules regarding PEDs persists, school discipline policies will be followed.

JHS Cell Phone/PED Procedure

The ultimate goal of the cell phone procedure at JHS is to minimize classroom disruption and off-task behaviors while maximizing their leverage as powerful educational resources and tools, particularly in a 1:1 environment. In either case, the procedure allows for flexibility of use as appropriate and determined by the teacher.

As part of helping “prepare all students for the future,” it is important that all students receive instruction and guidance from their teachers regarding the appropriate use of electronic devices in a professional setting.

Every classroom will have a laminated two-sided graphic with a magnet to be displayed on the whiteboard indicating when PEDs may be used by students during a classroom activity (green) and when they must be put away (red). Teachers will display the graphic appropriate to the activity.

While students will have varying opportunities for use of electronic devices in their various classes, they will have consistent expectations of use via visual communication during class time.

If a student uses their PED while the “red” graphic is displayed, the teacher will have the option to confiscate the student’s device for the remainder of the class period. A referral may be written if there is a pattern of disruptive and/or off-task behavior involving PED use.

Unless an assessment is specifically designed to utilize cell phones or other electronic devices, the school-wide communicated expectation at JHS is that cell phones are put away during a test or quiz. This will be reinforced by a verbal reminder by the teacher and the “red” graphic displayed.

If there is evidence that a student used his/her device to cheat or assist another student in cheating, the consequences of the cheating policy will apply. If there is no evidence of cheating, but a student’s PED is out/used during an assessment while the “red” graphic is displayed, the student’s assessment will be “invalidated.” A consequence will be issued and the student will be required to retake the assessment at another time. The incident will be coded as “Failure to comply with technology rules.”

COMMUNICATIONS

SCOOP

The SCOOP will be sent out every Friday. Staff members are advised to read the weekly SCOOP to stay informed about schedules for the week, calendar changes, important news and other critical information.

Email

Email is considered a central form of communication in the Everett Public Schools. All staff are to check their email each day. When sending email, use the “front page of the newspaper” test. If your message does not pass this test, please reconsider sending it, or alter it. “All messages on the Everett Public Schools email system are considered to be Public Records. No privacy is guaranteed for any message sent on this system. Never send a message that you would not want to see appear in the newspaper, court records, etc. Email is also filtered for key words to identify unwanted threats, hate mail, etc. If you have private messages to send, you should use another communication system.” (Information Systems Training Document, 2003)

Please use the “reply all” button sparingly. Trying to keep the number of emails to a minimum is always a goal!

The following guidelines are given to students, but also apply to staff:

P – Professionalism

- Use your school email account (not your home account) to conduct school business
- Use your home email account (not your school account) to conduct personal business
- Briefly introduce yourself
- Be clear in your subject line
- Only discuss public matters and for core business (this is not the right format to send out pictures of your pet)
- Make your email as short as possible to be clear
- Avoid using shortcuts to real words, emoticons, jargon, or slang
- Problems can’t be solved by email. Email is best used to set up a meeting or phone call to solve the problem.

R—Responsiveness

- Check your email daily
- Try to respond to an email within 24 hours (even if your response is “I will get back to you on this”)

- Keep your inbox clean so you don't lose track of emails (use the "boomerang" add-in to return email when you want to follow up)

R—Reply carefully

- Avoid "Reply All" (and DL) unless necessary

For more about email etiquette, check out [Purdue's Online Writing Lab \(OWL\)](#)

Mailboxes in Office

Teachers are requested to check their mailbox before and after school. Only emergency messages will be delivered to the classroom. **Teachers should not send students to the office to retrieve mail.**

Telephone

Students may use a school phone only in an emergency and only with the permission of a teacher or staff member. Students asking to use a phone should be directed to use the phone during lunch or during other non-instructional time. Students are not to be excused from class because they need to use the phone.

Public Relations

As staff members of Jackson High School and an employee of the Everett Public School we all share the responsibility to promote a positive image of our school. Studies show that our community members put more faith in the comments of staff members than in our printed information or comments by students. Please use discretion when discussing issues and concerns with others in the community. **When approached by reporters regarding sensitive or tragic incidents, refer the reporter to the administration.** For more information, refer to the suggestions for Dealing with the Press, found in this handbook in the Crisis Response Section.

COMMUNICATION WITH FAMILIES/STUDENTS

Contact between staff members and students should always be professional; be in public, and be reasonably related to the student's progress in school. You are encouraged to get to know your students and their lives. Please stand at your door during passing periods and greet students as they enter your room. Expressing care and concern for a student when they indicate they are having personal or academic difficulty is appropriate and encouraged.

In all your interactions, it should be clear that your role as a staff member is separate from your role as a private citizen. Examples of interactions that should be avoided are, but not limited to, inviting students to your home for social gatherings, engaging in telephone, email, text messaging, or other communications with students that are purely social in nature and not related to school.

If at any time you feel that a student is communicating with you in a manner that puts your professionalism at risk, contact an administrator immediately.

Expectations

Maintain a current website that allows absent students and their parents access to assignments and homework. Communicate proactively with families. Consider periodic communication home through mass emails that inform parents about the curriculum and upcoming assignments/assessments. Make contact with parents early and often when a student struggles in your class either behaviorally or academically.

Email and Voice Mail

To facilitate communication with parents, teachers are requested to update their voice mail regularly and to check their email and voice mail on a daily basis. Remember to answer email and voice mail within 24 hours of receipt.

Course Calendar

The goal of a digital calendar is to clearly communicate class assignments and deadlines as well as provide consistency for all students and their families. Although the school website calendar can be a useful tool, teachers will maintain their class calendars on Canvas.

COMMUNICATION IN SPECIAL CIRCUMSTANCES

Social media will most likely always outrun our ability to provide accurate information. This is due to the fact that we have a responsibility 1) to be sensitive to the wishes of the families as applicable, 2) to conduct or cooperate with an investigation, and/or 3) to comply with privacy regulations. We will typically utilize our Blackboard Connect and district email systems to communicate to families and staff, and short staff meetings before or after school may be called when situations are more complex and/or better suited for question and answer opportunities.

Tragedies – People process grief differently and have different levels of comfort being more open or private. We will share personal information about the person involved in the tragedy with our staff and community according to the parents' and/or family's wishes.

Safety / Threats / Emergencies – In situations like these, it is incredibly likely that there is communication between the school and various agencies as well as district personnel. This can slow the delivery of communication somewhat, but the dissemination of accurate information is many times more important than speed. That being said, our goal is to send out accurate information in as timely manner as possible.

Discipline – To meet the requirements of the federal privacy laws, the level of detail around outcomes or specific consequences for student behavior are shared with staff on a need-to-know basis only. This typically includes administrators, school resource officers, certain secretaries (for documentation), the student's counselor, and teachers/classroom support staff who will be in a role to provide direct supervision and/or support related to the incident(s) to the student involved, a victim, or other affected students.

CURRICULUM

Curriculum Guides/Syllabi

"Course descriptions and other descriptive material relevant to learner standards and teaching expectations will be provided to parents, students, and teachers. The guides will reflect alignment with state standards and the District's essential learning elements." [2122]

Clear communication between the teacher, student, and home is an essential component for engaging students in learning. Therefore, teachers are expected to communicate to both students and families, at the start of every new course, information such as:

- ☐ Overview of the Course Content (Scope & Sequence)
- ☐ Content Team Common Syllabi
- ☐ Course/Learning Standards
- ☐ Student Expectations
- ☐ Grading & Assessment Practices
- ☐ Texts & Curriculum
- ☐ In addition, please provide students and families with information on how to best contact you by phone and/or email, and if you utilize any online technologies such as a class website.

Homework Guidelines

While we recognize that a large part of the active engagement in learning occurs within the classroom during the school day, we also know that high school students are expected to extend their learning at home as well. The quantity and quality of homework assignments can often be a source of parent frustration and concern. If a teacher, student, or family member is concerned with the amount of time being spent on homework consider assisting the student with a structured organizational system (such as the use of an agenda) to document assignments, due dates, and help structure their time more efficiently. Parents can also help their student by closely monitoring their student and providing resources such as a quiet space and time set aside in the evening, for homework completion. Remind parents that class time often is given for guided practice on homework. If their child is not using class time well, more time outside of class could be required in order for the student to adequately demonstrate learning of the standards.

If a teacher, student, or parent is requesting additional homework, consider providing opportunities for extension and enrichment activities where students can demonstrate higher level thinking skills above and beyond the standard assignment/assessment.

In addition, teachers frequently assign long-term projects which require many hours of work outside of class. It is important that teachers communicate long-term project requirements and deadlines to both students and parents. The expectation for larger projects is that students will commit to working on these projects over the course of the provided time, and not wait until the day before the assignment is due before working to complete it. Teachers can help students avoid this precarious situation, by communicating and reinforcing smaller due dates along the way where teachers and parents can monitor a student's progress throughout the provided time. Also, please utilize your teacher-parent communication systems to let families know of any group projects that would require students meeting outside of class time to avoid any of these logistics from hindering student learning.

Instruction

The ESD has established policy regarding curriculum that states: "The Board recognizes that the delivery of instruction will vary among schools and staff and will be further differentiated by the learning needs of students. Nonetheless, instruction throughout the district will be derived from a common curriculum. An integrated, multi-disciplinary curriculum will provide teachers, students, and parents with the District's expectations of what students should know and be able to do. Teachers are expected to follow the curriculum. Principals will provide appropriate instructional supervision to ensure implementation." [2121]

Assembly Conduct

Assemblies are held for the education and enjoyment of students and faculty. They also support building a positive school culture. Give every courtesy to the speaker and to the program. It is the responsibility of each student to maintain high standards of conduct. Staff must be seated in student areas to maintain a positive atmosphere and behavior. Seating will depend on the type of assembly. During pep/spirit assemblies, students sit by grade level. We have *tried* to assign staff seating in the grade levels each staff member teaches to increase the chance of knowing students. For assemblies that are non-pep/spirit, staff will sit with their 3rd period class in an assigned location. Seating charts will be linked in The Scoop and will change each semester (due to semester-long class changes). Instructions for each assembly will be sent out in an email the week prior to the assembly and a reminder email will be sent out the day of the assembly.

DISCIPLINE

“Rules don’t teach responsible and ethical behavior. People do.”

Frey , Fisher, and Pumpian, 2012

Goals of Discipline

The overall goal of all discipline at JHS is to instruct students in the skills necessary for effective self-discipline and to encourage students to become self-managers. According to ESD Policy 3000, “In order to preserve an orderly and safe learning environment, students must abide by the reasonable rules and instructions of staff. Corrective action shall be fairly and moderately handed out primarily to modify behavior rather than to punish students.”

Teacher Rights and Responsibilities

Teachers have both rights and responsibilities in regard to student discipline in accordance with ESD Policy 3325 (reprinted in the Student Handbook). In addition, the Collective Bargaining Agreement (CBA) outlines the rights and responsibilities of teachers regarding student discipline. Teacher rights are enumerated in CBA Section 5.07. Teacher responsibilities are stated in CBA Section 10.03 V.

Several pertinent ESD policies include:

“The teacher shall have the right and it shall be his/her responsibility to maintain good order and discipline in the classroom at all times.”

“A teacher may use such appropriate action as is necessary to protect a student, himself / herself, or others from physical abuse or injury.”

The teacher has the right to temporarily remove a student from a classroom in accordance with Policy 3300.

If considering removing a student temporarily from a classroom, the teacher has several options: (1) provide a time-out area for a removed student by placing him/her within sight or hearing; (2) place the student with another teacher; (3) notify the office and send the student there. Please remember to email a referral to the appropriate administrator. Except in emergencies, teachers must take one or more corrective actions before temporarily excluding a student. [3300](CBA 5.07, D-4)

Jackson High School Discipline Plan

We work with a progressive discipline policy at Jackson High School. In order for this process to work there are stepwise progressive discipline steps that begin in the classroom.

Communicating Minor Discipline Concerns

Staff must keep others informed when there are discipline concerns developing with a student. Work closely with the student’s counselor and with an administrator to develop appropriate, consistent interventions to address behavior concerns. It is the teacher’s responsibility to inform parents of on-going behavior concerns.

Referral for Minor Infractions

Please use the online referral form when referring a student. Please fill out the form completely. Please describe the behavior. Refrain from communicating how you are classifying the behavior. For example, it is better to say the student was shouting “...” instead of saying the student was disruptive. This allows us to be specific when talking with the student. Highlight all the interventions you have already tried with the student.

Please send the referral to the appropriate grade level administrator:

| | | |
|-------------------------------------|---------|----------------|
| 9 th | Graders | Michelle Renée |
| 10 th | Graders | Shaun Monaghan |
| 11 th & Achieve Students | Graders | Sechin Tower |
| 12 th | Graders | Blythe Young |

*Note: Referrals for tardiness or unexcused absences should go to Kristina Montan.

JACKSON HIGH SCHOOL DISCIPLINE MATRIX

| Tier 1 Behaviors | Tier 2 Behaviors | Tier 3 Behaviors |
|--|--|--|
| Definition These are behaviors that: <ul style="list-style-type: none"> Do not require administrator support AND Are not more than a <i>minor disruption</i> to the learning environment AND Are not chronic (< 3 times/week) AND Are low severity and low frequency | Definition These are behaviors that: <ul style="list-style-type: none"> Are chronic Tier 1 behaviors (occur 3 or more times/week) OR Are moderate disruptions to the learning environment OR May require administrative involvement | Definition These are behaviors that: <ul style="list-style-type: none"> Are chronic Tier 2 behaviors (multiple referrals) OR Pose a danger to self or others OR Are illegal OR Are a major disruption to the learning environment |
| Examples of Behavior <ul style="list-style-type: none"> Disruptive talking Occasional tardiness Inappropriate comments/behavior Vulgar/offensive words Cellphone/laptop misuse Not engaging in the lesson Off-task behavior | Examples of Behavior <ul style="list-style-type: none"> Substantial educational disruption Minor/initial HIB Willful disobedience/disrespect Chronic tardiness Truancy | Examples of Behavior <ul style="list-style-type: none"> Assault / Fighting / Severe threats Dangerous weapons / Firearms Drugs/marijuana/alcohol possession, use, paraphernalia or sale Vaping Severe/persistent HIB Academic dishonesty Forgery / alteration of records |
| Teacher/Staff Actions <ul style="list-style-type: none"> Student remains in the classroom Call student attention to the behavior Reteach expectations/desired behavior Private conversation with student Call home if behavior persists | Teacher/Staff Actions <ul style="list-style-type: none"> Student remains in the classroom Private conversation with student and call home AND Referral to administrative para (Kristina Monten) | Teacher/Staff Actions <ul style="list-style-type: none"> Call security and the main office if behavior poses a danger to self or others OR if it is illegal Write a referral to the appropriate administrator |
| Likely Administrative Actions NONE | Likely Administrative Actions <ul style="list-style-type: none"> Warning (1st time) After school or lunch detention (moderate disruption or chronic) In-school suspension (multiple referrals) | Likely Administrative Actions <ul style="list-style-type: none"> ISS (major or chronic disruptions, persistent HIB, and vaping) Short-term suspension (assault, fighting, severe HIB, 1-10 days) Long-term suspension (drugs, weapons, 11-90 days) |

After School Detention

After School Detention is one possible corrective action for minor infractions. After school detentions that are entered into the student record will be assigned by the appropriate administrator or administrative designee (Kristina Monten).

If a student misses an assigned detention he/she will be referred to an administrator for the next discipline consequence which may include two detentions. The student must attend both after school detentions or the student will be referred to an Administrator for the next discipline consequence which may include a Friday School. If a student needs to reschedule their after school detention, please ask the student to contact Kristina Monten.

Friday School

A Friday School may only be assigned by an administrator. Friday School is used as a consequence for the accumulation of multiple minor infractions, non-compliance with previously assigned discipline or for committing a major infraction.

Major Discipline Infractions

There should be an immediate referral for major discipline infractions. Please send the referral to the appropriate grade level administrator (see previous page).

Examples of Major Discipline Infractions (not an exhaustive list)

These are examples of conduct that **would require a referral to the office for action by the Administrator.** (This is not an exhaustive list of infractions. Other infractions could result in discipline).

Aggressive or abusive language / threats
Danger to self and others
Fighting
Illegal substances
Lewd/obscene behavior
Significant disruptive behavior
Vaping/Tobacco

Blatant insubordination
Extortion/robbery
HIB (persistent)
Leaving school grounds
Major vandalism
Uncontrollable screaming/yelling
Weapons

Major discipline infractions will usually result in some form of detention.

Appeals

Students may appeal the serving of a detention to a school administrator. The appeal must be received before the detention is supposed to be served. The administrator may postpone the detention to investigate the appeal. The decision of the administrator on the appeal is final.

Discipline Policy/Procedures

See attached Student Handbook and District Student's Rights and Responsibilities

EMERGENCY PROCEDURES

Refer to your Emergency Response and Lock Down Procedures.

FACILITIES AND EQUIPMENT

Storage

In an effort to create equitable storage opportunity and minimize excess materials from collecting space, please discard any old personal materials, and/or surplus old unused curriculum.

FIELD TRIPS

All field trips must follow the district process and procedure. We have provided step-by-step instructions in our *JHS field trip packet* available in The Scoop. Here are some things to know:

- Timelines matter and vary based on field trip type. Exceptions to these timelines occur rarely. The timeline for each field trip type are:
 - o Single-day, in-state (called Type 1): The field trip request must be submitted **30 school days prior to the field trip.**
 - o Overnight and/or out-of-state, including Victoria and Vancouver BC (called Type 2): The field trip request must be submitted **45 school days prior to the field trip.** Type 2 field trips require approval from the superintendent.
 - o International (Type 3): See Sechin about this type of field trip.
- All field trips must be tied to an educational purpose.
- Budget approval is needed.
- All field trip documents are given to Vera in the Main Office.

These points are the field trip basics. Please see the *JHS field trip packet* in The Scoop or Sechin (ASB-related)/Blythe (athletics-related) should you have any questions.

Field Trips for Athletics

If you are an athletic coach and are planning a field trip please communicate with the Athletic Director **as soon as you know** you will be taking a trip. The AD will guide you through the process and paperwork.

Chaperones

The number of adult supervisors should be based upon the age of students, duration of the trip, safety considerations, and nature of activities planned. Students should be under the direct supervision of a staff member or adult supervisor. Sukawt Al-Mansouri maintains a list of those adult chaperones who are already approved. She can help you contact possible chaperones. Be sure to discuss any questions about adequate supervision with the Principal. A district staff member shall accompany students on field trips.

FINAL EXAMS

At the end of each semester, time will be set aside over a span of three days for final exams. At the January and June JLC meetings, the department leaders will provide information to JLC regarding the focus and format of final summative assessment for each course. For any course not giving a final summative assessment during the designated finals schedule, teachers/teams will provide rationale as well as information about the meaningful learning activity that will be provided to students. For the purpose of academic environment and safety/supervision, teachers will be intentional about minimizing the number of students who leave the room during class time on the finals schedule days.

FINANCES

Cash Handling

Here are some basic policies to remember when working with cash:

- Before charging a fee for any school activity, item or event, discuss your plan with an Administrator and the ASB Treasurer for approval. State laws and district policies are very strict concerning fund raising in public schools.
- Far in advance, request a cash box and any necessary documents that will be needed for your event.
- After sales are done for the day, count all money, and fill out an Activity cash report.
- The Activity cash report and all money **MUST** be turned in to the Treasurer's office daily!
- Checks must be made payable to JHS or Jackson High School.
- It is **ILLEGAL** to give cash back if a check is written for more than the amount required.
- **NEVER** cash a check outright.

Collecting Money From Students

All money should be handled through the Treasurer's office, which is open to students before school, during lunches and after school. **At no time should teachers/coaches/staff handle money.** Once the student pays they are to show their receipt verifying payment to their respective teacher/coach/staff member.

Fees

Our obligation is to provide a free public education. "The District shall provide an educational program for the students as free of costs as possible." [3520] Students, however, will be charged for loss or damage to materials. Policy 2311P states, "Students and/or parents will be held responsible for instructional materials lost or damaged." Teachers may not establish any fees or fines—such policies must be established through the Principal.

Fund Raising

All fundraising activities must be handled through the Treasurer's office. Well in advance, a fundraiser request form must be filled out and signed by the club/team, advisor/coach, ASB cabinet representative, ASB Treasurer, and ASB administrator – Sechin Tower.

It is critical that all appropriate procedures are followed when having a fundraiser. **Please meet with Shilpy Anand prior to the fundraiser to help insure all necessary steps are followed.**

Tutoring

"School facilities, material or equipment will not be available without charge for paid private lessons or tutoring conducted by staff members or others." [5220]

No Personal Gain From Students

Under state law, school personnel may not gain financially from students or their parents through the conduct of their professional duties.

Requisitions and Purchase Orders for ASB and General Fund

- ☐ Purchases should be planned in advance and be supportive of school goals.
- ☐ ASB purchases are handled by Shilpy Anand in the Treasurer's office. You can get the PO request form from Shilpy, as well as ask any questions about the process. It is critical that all receipts and invoices are promptly delivered to the Treasurer's office for payment.
- ☐ General Fund purchases are handled by Sukawt Al-Mansouri. Please see her with any questions. Reimbursements MUST be pre-approved. Do not make a purchase without getting the proper approval.

Technology Repair Procedures

Please report all technology related problems/issues in Help Desk Web. You can find a bookmark on Chrome. If they are unable to resolve the issue, then administration will assist.

Use of School Resources

Under state law, school personnel may not use resources provided for educational purposes for their own use. This would be regarded as a misuse of public funds, or a "gift of public funds." For example, staff members cannot use school equipment without charge to teach a course under the auspices of another school unless the district is reimbursed.

GRADING AND PROGRESS REPORTS

Assessment

"All assessment shall be designed so that the results are used by educators as tools to evaluate instructional practices and to initiate appropriate educational support for students. Assessments shall provide an opportunity for students to be measured fairly and impartially." [2130]

End of Semester Grading

Semester exam schedules, exact report card procedures and due dates will be announced prior to each grading period.

Grade Book

Teachers are required by state law to maintain an up-to-date grade book which records grades, student absences, and tardies. The marking system should be clear, fair, and accurate. An explanation should provide a key to understanding markings, percentages, and grade ranges. Teachers using an electronic grade book must back up their data. The grade book (or hard copy of an electronic grade book data) is turned in to the office at the completion of the school year, and is kept on file for several years. [Reference: ESD Policy 2140]

Grading

1. In the first two weeks of school, students must receive a copy of the course outline and grading policy for each course. A copy of the course syllabus, including grading policy, is to be kept on file in the main office. Students should be able to calculate their own grades throughout the semester based on the grading procedure and the feedback given to the student by the teacher.
2. Teachers are required to maintain an up-to-date grade book which records grades, student absences and tardies. An explanation of the marking system must be included.

Preventing Cheating

Use measures to minimize the temptation and opportunity for students to cheat. Actively monitor students while they are taking an assessment. Please dispose of exam materials appropriately and in a secure location. Avoid assignments and exams in which students can copy simple answers, but rather choose questions which elicit thinking. Make use of your cell phone policy sign to have students turn off their devices and house them in their backpacks at the back of the room or be prepared to hold them in a secure location during the duration of the exam.

Incompletes

A grade of “incomplete” may be given to a student who was unable to complete class work. A plan for the incomplete work to be completed should be attached to an “I” grade and turned into the registrar. The student has 15 days to complete the work, if the registrar does not receive a grade from the teacher responsible by the 15th day; the grade automatically becomes a failure.

Progress Reports

In all cases, it is the responsibility of the teacher to communicate with the student **and** his or her parents academic progress, especially if the student is in danger of receiving a grade of D or F. **An up-to-date gradebook and website, although essential, does not constitute communication with the parent.** Regular progress reports should be completed and provided for parents

No failing grades shall be given if a student has not been given a progress report, or if the parents have not been notified.

Report Cards

Report cards are mailed home after the close of each quarter. Grades are due according to a schedule communicated by the DeeAnn Williamson.

HANDBOOK CHANGES

Changes in the Student and Staff Handbook may be made during the school year by the school authorities. Such changes will be made available to students and staff in writing. An up-to-date copy of the handbooks will be maintained online.

HIB REPORTING

Below is an excerpt from district policy 3204P. Please use the link at the end of this handbook to see the complete policy.

Harassment, intimidation and bullying (HIB) means any intentional electronic, written, verbal or physical act including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written, verbal or physical act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;

- Is so severe, persistent, or pervasive that it creates an intimidating, embarrassing or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Any school staff member who observes, overhears, or otherwise witnesses harassment, intimidation and bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation and bullying, may require no further action under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation and bullying will be recorded on the district reporting website and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

INJURIES

If an injury occurs, the student or staff should be transported to the Health Room. An injury report needs to be completed and submitted to Sukawt Al-Mansouri with 48 hours.

LESSON PLANS

Each teacher shall prepare daily and long-term lesson preparations and shall have adequate plans for use by substitutes. Those preparations should be on the teacher's desk and available for an administrator to review when they come for a scheduled or unscheduled observation.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance at Jackson High School is recited in each classroom at the beginning of announcements each morning. According to ESD Policy 2333, "Flag exercises shall be conducted in each classroom at the beginning of the school day and the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence."

Flag etiquette: The flag should not be used for any decoration in general, flag should never be used for any advertising purpose, flag should not be used as part of a costume or athletic uniform, the flag should never have any mark, insignia, letter, word, number, figure, or drawing of any kind placed on it, or attached to it. Flag etiquette referenced www.usa-flag-site.org/etiquette

POSITIVE BEHAVIORAL & INTERVENTION SUPPORT (PBIS)

Please reinforce the expected student behavioral expectations described in the behavior matrix for different settings. We want students to:

Be Here
Be Safe
Be Respectful
Be Responsible

And to follow The Jackson Way:

Pride: Holding one's self and others in high-esteem through positive actions for others.
Excellence: Putting forth your best effort in all you do regardless of the circumstances.
Character: Consistently to what is right regardless of who is watching.

PRIVACY RIGHTS OF PARENT(S)/GUARDIAN(S) AND STUDENTS

The Everett School District, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s)/guardian(s) and students.

As in the past, a student's records are open for inspection and review with interpretation to the parent(s)/guardian(s) of the student, legal guardian(s), or the student himself/herself if eighteen years of age or older. Appointments may be made at the principal's office for viewing cumulative records of grades, achievement test scores, health records, or psychological records. (Psychologicals are administered only with prior parent(s)/guardian(s) approval.) Parent(s)/guardian(s) or students eighteen years of age or older may view their records, attach written comments, or request a hearing to remove a part of the records.

Student record information will not be released to most persons or agencies without the written consent of the parent(s)/guardian(s). However, the Everett School District will forward elementary and secondary student's educational records on request to the school in which the student seeks or intends to enroll without further parent(s)/guardian(s) notification. Parent(s)/guardian(s) may receive a copy of the records at their expense if requested. Similarly, transcripts or other information requested by students will be forwarded to colleges and educational institutions to which students are applying.

All rights of review and Due Process procedures transfer from parent(s)/guardian(s) to the individual student when the student becomes eighteen years of age.

For junior and senior high students, directory information includes the following information relating to a student: the student's name, address, telephone number, activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, graduation lists, class lists, scholarship and award winners, addresses and telephone numbers of Title I and Title IV students and parent(s)/guardian(s) for Advisory Committee use. Information relating to the student's school records will be given to prospective employers at the request of the student.

Parent(s)/guardian(s) not wishing this information be made public should notify the school principal in writing within ten (10) calendar days following notice of these rights to students.

SCHEDULE CHANGE PROCEDURE

For your reference, the following is the JHS schedule change policy for students.

Schedule changes will not be made based on lunch, period, or teacher preferences. Your schedule reflects what you signed up for during spring pre-registration.

Although we would not dispute that it would ideal if we could match each student with the teachers of their choice, it would be irresponsible for us to create a policy that we do not have the capacity to fairly apply to all students. We do not have the capacity to make schedule changes for personality differences, teaching styles, or learning styles. This is why these requests will not be honored.

It is expected that if a student has a concern with a specific teacher, he or she needs to meet with the teacher/parent/administrator to work toward a resolution.

Schedule change requests will only be accepted during the first 5 days of a semester. Counselors will have an additional 5 days to process and make changes, if approved.

Assuming there is space available, schedule changes may ONLY be made for the following reasons:

1. **You are a senior and you need the class as a graduation requirement.**
2. **You previously failed the course with the same teacher.**
3. **You failed a prerequisite course (e.g., math or science) and/or need to take/retake the prerequisite course.**
4. **You were not scheduled into a grade level core requirement.**
5. **You were placed in a class that was not a request or alternate choice on your pre-registration.**
6. **Because students are encouraged to enroll in challenging courses in preparation for college & career-readiness, students will not be allowed to move out of an honors or AP course in which they pre-registered.**
7. **Because of the importance of taking rigorous academic classes, students will be allowed to move into an honors or AP course, contingent on availability.**



If you do not fit the above criteria, a schedule change cannot occur.

Adds/drops after the 10th day of the semester

- You will receive a failing grade for a class you drop, unless you have a documented medical reason, in which case you will receive an NC (no credit).
- You may not earn credit in classes added after day 10, except with principal approval.

Enrollment in yearlong classes

A student who enrolls in a yearlong class will be expected to remain in the course for the full year. You may not drop a yearlong class at the semester to take the class via online or Running Start, unless that is in your original pre-registration yearlong plan.

SEARCH AND SEIZURE

Teachers should never conduct a search of a student, or their property. If you have any concerns about inappropriate student activity please notify an Administrator.

SECURITY

Staff Identification Badges

For security and safety purposes, staff are expected to wear their district ID badge at all times while in the building. Please make sure your badge is visible to anyone who may walk by.

Keys

If you do not have a key to get into the building, please see Sukawt Al-Mansouri and keys will be issued to you with the approval of an administrator. Please follow these guidelines for school keys carefully:

1. Always keep your building key(s) with you. Keys are never to be given to students.
2. Sign a record for each key issued to you.
3. In the event of a lost key, the principal and office manager should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
4. Do not duplicate keys. This is a serious violation of district procedures.
5. Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.

Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with Sukawt Al-Mansouri annually.

Personal Belongings

Each of us likes to personalize our work environment to make it comfortable and welcoming for students, parents and staff. When at all possible, the classroom or offices in schools should reflect student learning and work, balancing the creation of an attractive environment with student needs for a neat and orderly classroom that is not overly distracting or stimulating. In creating this environment, care should be exercised as to the decorations, equipment and furniture that are brought; taking into account the ages of your students, health and safety factors. The district provides staff with appropriate equipment such as desks, chairs, file cabinets, therefore, it should not be necessary for staff to bring in their own items.

For energy conservation purposes, the district prohibits microwave ovens, refrigerators, coffee pots and other small appliances in classrooms and offices except in locations which are approved by the work site administrator; e.g. staff rooms. Also, for health and safety reasons, please see an administrator for guidelines which prohibits soft-sided furniture such as couches and overstuffed chairs, and slider-chairs.

A limited number of personal items which are in good taste, such as knickknacks, family photos, and small electronics such as a small radio are acceptable. There are limitations on the district's responsibility for the care and security of personal items you choose to bring to school or your work site.

Sonitrol Security System

Note that this system is scheduled to be updated during the 2018-19 school year so these procedures may be revised.

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our building using the number provided to you by the administration. Instructions for use of the Sonitrol key panel are located in the Appendix. Never write your Sonitrol code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. **Above all else. Please work with the building custodians to ensure clear and accurate information about coding out of any building, if you are using your classroom or any other space, after hours, on weekends, or during holidays. Jackson is charged for every false security alarm!**

Sonitrol has installed sensors in all outside doors as well as sensitive microphones throughout the building, and actively monitors our campus whenever it is unattended. Entering a building without first turning off the Sonitrol system will cause police to respond.

Turning the System Off (to enter the building)

When you enter through a designated entry / exit door, the keypad will "beep" to alert you to turn the system off.

1. Open the Sonitrol Box. You will see a red light on the panel, which indicates the alarm is on.
2. Enter your access code.
3. Press enter.
4. The yellow WAIT light will illuminate briefly.
5. The light will turn green. This means the system is off.

Turning the System On (to leave the building)

Before you set the alarm make sure no one else is in that section of the building. You can do this by making an all-call and asking anyone present to give you a phone call at the extension of the phone you called from.



Before you begin, make sure “Security is OFF” and the green light is lit. Do not prop open any doors—this will keep the system from approving your request.

1. Push the far right arrow below “On”
2. Enter your access code
3. Press enter
4. The light will turn yellow, while the system is checking and arming the alarm. Do not exit the building yet.
5. When the system is armed, the red light will illuminate and you will hear the system begin to “beep”. Leave the school immediately.

If you are unable to arm the system (getting an error message) or you inadvertently set off an alarm call Sonitrol at (425) 258-3655.

Visitors

- All visitors must be volunteer-certified before they are able to work with students in your classroom.
- Please let your evaluator know that you will be inviting a visitor to your classroom.
- Give the office at least 48 hours’ notice that you will have a visitor coming to your classroom.
- Tell your visitor to park in a visitor parking spot and to check in at the main office when they arrive. The visitor will sign in and receive a sticker that they will wear while on campus. Before leaving, they must check out in the main office.
- If you have a family member who wants to see you during your planning time, they must also stop in the main office, sign in and receive a sticker. You will be asked to come to the office to escort your visitor to your classroom, and then escort them out when they leave.

SELLING ITEMS AT SCHOOL

The conducting of private business or selling unauthorized items is prohibited.

STAFF PARKING

All staff are to park in staff parking spaces numbered in the 500’s in the front of the building and 600’s in the back of the building. A parking permit is to be displayed (see Sukawt Al-Mansouri for parking permit). Please do not park in the student lot or visitor area in front of the building. Ask Shaun Monaghan if you have questions.

STUDENT SUPERVISION

Assemblies

Attendance at all school assemblies for both students and teachers is required. Teachers should sit in their assigned locations during assemblies and should actively monitor their students' behavior and attentiveness. Teachers should review the assembly expectations prior to each assembly. Teachers without students should be alert to supervise where needed.

Hall Pass

If it is necessary for a student to leave class, the student should carry a designated hall pass. Please keep students in the room during the first and last 10 minutes of the class period unless requested from the office with a pass.

Passing Time

There is researched documentation to show that when teachers are standing outside their doors and positively greeting their students to class, negative behaviors in class drop significantly. Standing outside your classroom is a great way to build relationships with the students in your classes as well as any of the students who walk by your classroom on a daily basis. This positive interaction between students and staff helps to improve the overall culture and climate of our school.

Pride, Excellence, Character—The Jackson Way—Acknowledging our T-Wolves

We encourage you to nominate students each month who exhibit pride, excellence and/ or character in your class, or in the common areas of the school. To nominate someone, please fill out the online form found in the Scoop, or come to the main office to pick up a paper form. These nominations will be due the 25th of each month. We will honor ALL nominated students at the end of each month.

STUDENT WELFARE

Accidents

“Staff have the affirmative duty to aid an injured student and act in a reasonable and prudent manner in obtaining immediate care.” [3431P] Send the injured student to the office immediately with an escort, if the injured student is able to go safely and comfortably. Otherwise, notify the office and request help while making the injured student as comfortable and as safe as possible.

Complete and submit an accident report to the office promptly. If you yourself are hurt while at work, call the office immediately to ensure proper care. As soon as possible, obtain and complete an accident report form, available from Sukawt Al-Mansouri. There is a short form for emergency accidents and a different form for non-emergency accidents.

Medication

No medication shall be given to students by school personnel, with the exception of those authorized and trained to dispense medication. The parents of students needing medication during school hours must first give the medication to the Health Room Assistant (Angie Sagendorf), who will distribute and monitor the student's dosage.

Safety

All staff members are responsible for student safety under the following ESD Policy 3420P, page 1: “Staff are responsible for creating and maintaining the safest possible environment for students at all times.” Except for during a lockdown, windows, doors and sightlines shall remain unobstructed.

Child Protective Services

- If you gain information you feel needs to be reported, first contact the student's counselor in case they have information to share.
- If you make a CPS call, be sure to let your administrator know so that you can work together to make sure you have completed the necessary documentation.

Child Protective Services – Everett Office (425) 339-4768

Intake Hotline (866) 829-2153

Child Protective Services – Lynnwood Office (425) 673-3111

SUBSTANCE ABUSE BY STAFF REPORTING PROCESS

If you suspect a staff person is at work under the influence of alcohol, a controlled substance or other intoxicants you are to:

1. Immediately have a witness present with the individual. It is preferable to have a witness who has substance abuse training, e.g. a substance abuse counselor.
2. Notify the Assistant Superintendent or a Human Resources Director immediately whether it is a verified or a second hand report. You will be then guided through the next steps. It is of little value to report the suspected usage the next day, week or weeks afterwards. Do not take a wait and see approach.
3. Do not send the person home!
4. Encourage them to take a substance abuse test through the district's provider or an appropriate medical clinic. Do not administer a breathalyzer test yourself. If one is given on the work site, it must be by a school resource officer.
5. For certificated staff, keep in mind the Code of Professional Conduct, WAC 180-87-055, Alcohol or Controlled Substance Abuse:

Unprofessional conduct includes:

Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:

- ☐ Notification of the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance.
- ☐ A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
- ☐ The education practitioner has had a reasonable opportunity to obtain such assistance.

The possession, use or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

The consumption of an alcoholic beverage on school premises or at a school-sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

SUBSTITUTES / GUEST TEACHERS

Guest Teachers are a critical part of the smooth operation of the education program at Jackson High School. Staff are expected to carefully prepare for any absence, whether pre-arranged or sudden. You should speak frequently with your students concerning your expectations for behavior and activity at any time when the class is being taught by a guest teacher.

1. Each teacher will complete a substitute procedure form to be kept in the office. The substitute procedure form must include the location of the sub folder in your classroom and any other pertinent information. Each teacher should have a substitute folder which contains the following: lesson plans, specific classroom routines, emergency procedures, daily schedule, seating charts, class lists, contact information, and emergency sub plans. Substitute procedure forms and substitute folders must be updated and prepared by September 30 and February 28 (for second semester).
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall develop plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals." (Collective Bargaining Agreement 10.03)
4. Preferred guest teachers can be requested through the district's automated substitute calling program. Staff with questions about this system should ask for help from Sukawt Al-Mansouri.

Staff are responsible for informing the district of any personal absence by calling the Automated Sub System or by logging in to the system from the district website. (See Appendix.) All absences must be recorded in the system, whether you require a substitute or not. Staff must log in or call in to the system personally; the office can not call in an absence for you. Any non-personal (eg. Field trip/conference) absence must be communicated to Sukawt Al-Mansouri so she can enter the absence and “order” a sub.

SUICIDE PREVENTION

Suicide

“Any staff member who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will immediately notify the principal.” [3423P, page 1]. Also, contact the student’s counselor so action may be taken to assist the student.

Signs of Concern:

Depression
Abrupt Changes in Behavior
Mood Swings
Crying Spells
Recent Grief or Losses
Changes in School Performance
Giving Away of Treasured Belongings
Suicidal Threats
Hopelessness
Alcohol and Drug Abuse
Cutting

What to Do:

First of all, if a student you know is in immediate danger, please call 911 and contact an administrator or counselor. The information and resources listed below are designed to help you in situations that are not immediate crisis situations:

1. If concerns occur during the school day, refer student to their counselor or to an administrator.
2. If concerns occur after school hours, contact a parent/guardian and notify the counselor or administrator as soon as possible.
3. Don’t be afraid to ask about previous suicide attempts or suicide plan.
4. Have someone remain with the student until a parent, trusted adult or close friend can pick up the student. Don’t forget to share the resource list below. You can call or have the student call, if necessary, any of the phone numbers for assistance or advice.

Resources:

| | |
|---------------------------|----------------|
| Child Protective Services | 1-866-829-2153 |
| Teen Hope | 1-206-546-1010 |
| Youth Crisis Line | 1-800-784-2433 |
| | 1-800-SUICIDE |

SUPPLEMENTAL CLASSROOM ACTIVITIES

Contests

“Student participation in contests, advertising, promotions and surveys sponsored by any non-school organization must be entirely voluntary. All such activities involving students must have prior approval.” [2322]

Parties

Celebrations, parties and other disruptions to the regular school routine are to be kept to a minimum and must be shown to contribute substantially to the educational program at Jackson. Discuss with

the administration any plans for parties during academic learning time. Be especially cautious when planning any activity which includes refreshments or in which food items are brought from home as part of a classroom presentation or project. For the safety of our students and staff, Everett Public Schools Food & Nutrition Department has developed the following food guidelines based on information from Snohomish Health District:

- ☐ Use careful handwashing with soap and hot water before preparing and/or serving food, after using the restroom, after sneezing or coughing, and as necessary when food is being served.
- ☐ Food served to students should be served using disposable gloves or tongs. It is best to use gloves or utensils rather than touch with hands. If gloves or tongs are not available, serve with well-washed hands and use minimal touch.
- ☐ Due to the increase in allergies, please check with the school nurse or teacher for any specific allergies in the classroom. Please read labels carefully: some foods have “hidden” source of allergens (for example, tortilla chips fried in peanut oil).
- ☐ Cakes, breads, cookies, and other potentially non-hazardous baked goods are preferred.
- ☐ Prepared food from a commercial source is made following strict state and local inspection. For that reason, it is preferred that food items come sealed, from the store.
- ☐ Because of the difficulty of providing adequate refrigeration, foods containing custard or cream fillings are not to be served. Commercial fruit pies are acceptable, but not pumpkin pies or other custard pies made with eggs.
- ☐ Meat dishes, meat-filled pies, sprouts, and potato or macaroni salads should not be served.
- ☐ No home canned products are allowed.
- ☐ Fresh fruit can be used if it is washed and cut immediately before it is to be served. All cut melons are considered potentially hazardous and must be kept ice cold until served.
- ☐ Never serve unpasteurized milk or juice of any kind, especially apple juice or cider.
- ☐ Canned or bottled drinks are preferable to beverages that are mixed and brought in.
- ☐ Disposable cups and utensils are preferable. Minimize handling of all disposable cups, plates, napkins and utensils.
- ☐ For more information please visit the Snohomish County Health Department (<http://www.snohd.org/>).

TEXTBOOKS & ONLINE VIDEO SERVICES

YouTube & Online Video Services

Teachers who are planning on using online video services such as YouTube must download/preview material prior to showing the videos to students. This allows teachers to avoid possible inappropriate images or language from being presented to students live.

Textbooks

All textbooks are now bar coded and stored in secure book depositories on campus (Book Room next to library). At the start of the school year and second semester, textbooks will be checked out to students by the librarian, library secretary and other support staff.

Distribution: All textbooks at the beginning of the school year will be checked out through the Book Room, our textbook depository. You will receive a pre-scheduled time to bring students to check out their books. Please encourage students to bring their ID cards for a speedy check out and if they don't have a current card at the time of check out their previous year cards also work (even if it is their middle school ID). If a student is absent the day of check out, we have a small amount of each title stored in the library that the student(s) can come check out.

Textbook check-in:

All textbooks must be returned to the library throughout the school year, new student, withdrawn students, classes dropped etc.

At the change of the semester textbooks will be returned & re-distributed through the library.

At the end of the school year textbook check-in will be pre-scheduled to be returned to the Book Room for storage.

Each student is responsible for his/her textbooks so please DO NOT take books from students, send them to the library to return them.

In addition to textbooks, novels are stored and checked out exclusively through the library system as well. When a teacher requests a specific novel for their class please e-mail the library staff who will work with the teacher to schedule a time to check them out to individual students in the class.

Withdrawing Students: Any staff member that is aware of students withdrawing from Jackson should advise them to return all textbooks to the library.

Questions – please ask our librarian or library secretary

WEATHER RELATED EMERGENCIES

Late Start Procedures for Weather or Other Emergencies

Staff are expected to make all safe efforts to arrive at work at the usual time in the case of a late start.

Notification of Late Start Schedule

When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, you will receive a message from the school via Blackboard (formerly ConnectEd - Please confirm with the office that your number is updated). Most radio and television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

Early Dismissal Procedures for Weather or Other Emergencies

In the case of an early dismissal from school for weather or other emergencies, staff are required by contract to remain on campus until all students have been safely dismissed.

Henry M. Jackson High School Bell Schedules 2017-2018

Regular Bell Schedule

| 1 st Lunch (Based on 4th Period Teacher) | | 2 nd Lunch (Based on 4th Period Teacher) | |
|--|---------------|--|---------------|
| First Bell | 7:25 | First Bell | 7:25 |
| 1 st Period | 7:30 – 8:25 | 1 st Period | 7:30 – 8:25 |
| 2 nd Period | 8:30 – 9:25 | 2 nd Period | 8:30 – 9:25 |
| 3 rd Period | 9:30 – 10:30 | 3 rd Period | 9:30 – 10:30 |
| Lunch | 10:35 – 11:05 | 4 th Period | 10:35 – 11:30 |
| 4 th Period | 11:10 – 12:05 | Lunch | 11:35 – 12:05 |
| 5 th Period | 12:10 – 1:05 | 5 th Period | 12:10 – 1:05 |
| 6 th Period | 1:10 – 2:05 | 6 th Period | 1:10 – 2:05 |
| Buses Depart | 2:12 | Buses Depart | 2:12 |

Learning Improvement Friday Schedule

| 1 st Lunch (Based on 4th Period Teacher) | | 2 nd Lunch (Based on 4th Period Teacher) | |
|--|---------------|--|---------------|
| First Bell | 7:25 | First Bell | 7:25 |
| 1 st Period | 7:30 – 8:13 | 1 st Period | 7:30 – 8:13 |
| 2 nd Period | 8:18 – 9:01 | 2 nd Period | 8:18 – 9:01 |
| 3 rd Period | 9:06 – 9:51 | 3 rd Period | 9:06 – 9:51 |
| Lunch | 9:56 – 10:26 | 4 th Period | 9:56 – 10:39 |
| 4 th Period | 10:31 – 11:14 | Lunch | 10:44 – 11:14 |
| 5 th Period | 11:19 – 12:02 | 5 th Period | 11:19 – 12:02 |
| 6 th Period | 12:07 – 12:50 | 6 th Period | 12:07 – 12:50 |
| Buses Depart | 12:57 | Buses Depart | 12:57 |
| Learning Improvement Time | | 1:00 – 2:05 | |

Early Release

| LUNCH | | | |
|------------------------|---------------|------------------------|---------------|
| 1 st Lunch | | 2 nd Lunch | |
| First Bell | 7:25 | First Bell | 7:25 |
| 1 st Period | 7:30 – 8:00 | 1 st Period | 7:30 – 8:00 |
| 2 nd Period | 8:05 – 8:35 | 2 nd Period | 8:05 – 8:35 |
| 3 rd Period | 8:40 – 9:15 | 3 rd Period | 8:40 – 9:15 |
| 5 th Period | 9:20 – 9:50 | 5 th Period | 9:20 – 9:50 |
| Lunch | 9:55 – 10:25 | 4 th Period | 9:55 – 10:25 |
| 4 th Period | 10:30 – 11:00 | Lunch | 10:30 – 11:00 |
| 6 th Period | 11:05 – 11:35 | 6 th Period | 11:05 – 11:35 |
| Buses Depart | 11:42 | Buses Depart | 11:42 |

| NO LUNCH | |
|------------------------|---------------|
| First Bell | 7:25 |
| 1 st Period | 7:30 – 8:05 |
| 2 nd Period | 8:10 – 8:45 |
| 3 rd Period | 8:50 – 9:30 |
| 4 th Period | 9:35 – 10:10 |
| 5 th Period | 10:15 – 10:50 |
| 6 th Period | 10:55 – 11:35 |
| Buses Depart | 11:42 |



District Policies and Procedures

District policies are adopted by the Everett Public Schools Board of Directors, based on laws and regulations. Procedures are developed by administrative staff to implement Board adopted policies.

The following pages provide some of the most frequently referenced policies and procedures, along with an example of how the policy/procedure would apply in a specific situation.

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| Policy/ Procedure | Title | Description | Situation to apply |
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| SERIES 1000 – BOARD OF DIRECTORS | | | |
| 1400S | Board Meeting Schedule | Yearly schedule of school board meetings | <ul style="list-style-type: none"> To attend a school board meeting or refer someone to a meeting. |
| Policy/ Procedure | Title | Description | Situation to apply |
| SERIES 2000 - INSTRUCTION | | | |
| 2125P | Web-based Resources and Other Online Educational Services | The availability of innovative online technologies to engage students in relevant learning opportunities. | <ul style="list-style-type: none"> Before providing/piloting web resources Before creating a student account, uploading files, or utilizing a communication resource not part of an adopted instructional program Before notifying parents of approved web service not part of an adopted instructional program |
| 2145P | Suicide Prevention | Protocol for school staff to support students expressing suicidal ideation, displaying suicidal behaviors or have attempted to harm themselves. | <ul style="list-style-type: none"> While assessing the risk of student's mental health In the event a student suicide occurs or is attempted When looking for suicide prevention resources |
| 2150P | Co-Curricular Program | Appropriate co-curricular activities are provided contributing to the athletic, intellectual, social, emotional, and physical development of students. | <ul style="list-style-type: none"> Before implementing a new co-curricular activity. While reviewing the qualifications/criteria for a co-curricular program. Cross-reference to 2150. |
| 2151P | Interscholastic Athletics/Activities | The interscholastic activities program includes games, sport competitions or exhibitions for eligible individual students or teams of eligible students. | <ul style="list-style-type: none"> When a new coach has been hired. When assessing a student's eligibility for athletics/activities. When a parent/guardian has questions regarding a student's eligibility. When a guardian requests to transport a student to/from an event. If a student is found potentially in violation of the code of conduct. When a student/guardian would like to appeal the school's decision in discipline or exclusion from a sport. If a student of the opposite gender requests to participate in an interscholastic program. |

| Policy/ Procedure | Title | Description | Situation to apply |
|-----------------------------------|---|---|--|
| <u>2153P</u> | Student Group Meetings (Limited Open Forum) | Groups of secondary students want to organize for co-curricular or non-curricular purposes and hold meetings in school facilities. | <ul style="list-style-type: none"> • When a non-curriculum group requests principal recognition of co-curricular status. • Before permitting a co-curricular or non-curriculum group to utilize the school facilities for activities. |
| <u>2210P</u> | Special Education and Related Services for Eligible Students | Students whose disabilities adversely impact educational performance and who require specially designed instruction. Ensure that disabled students are identified, evaluated, and provided with appropriate educational services. | <ul style="list-style-type: none"> • When reviewing insurance or funding for student's special education provisions and services. • Before engaging with parents/guardians on the student's Individual Education Plan (IEP) • Before referring a child for special education and related services. (Child Find) • Before transitioning a student to special education services or vice versa. • Before disciplining or suspending a student with an IEP or that is undergoing evaluative testing. |
| <u>2211/2211P</u> | Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 | Ensure that disabled students within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. | <ul style="list-style-type: none"> • Before accommodating a student with disabilities(s) or impairment(s) in any school service/program. • Before disciplining, a student recognized to have a disabling condition. • When referencing or complying to Section 504 and/or IDEA. • When placing a student in a program not operated by the district. • Before taking action to resolve a legal dispute regarding a student with disabilities. |
| <u>2311P</u> | Selection and Adoption of Instructional Materials | Procedures for adoption and approval of instructional materials. | <ul style="list-style-type: none"> • Before implementing a social studies adoption. • Before establishing a Curriculum Review Committee • Before establishing an Instructional Materials Committee or adding a new member. • Before deciding upon a referral for the school board to review. • If an affected staff member would like to appeal a materials decision. • For parents to challenge a curriculum or excuse a student from participation in curriculum. |

| Policy/ Procedure | Title | Description | Situation to apply |
|------------------------------|----------------------|---|---|
| 2320P | Field Trips | Field trips are natural extensions of the curricular, co-curricular, and interscholastic programs and are opportunities for students to participate in activities and gain learning experiences that cannot be duplicated in the classroom or on the school site. | <ul style="list-style-type: none"> • To obtain approval from building administration to organize/plan a field trip. • Before making financial arrangements for a field trip. • Before planning a field trip and communicating to parents/guardians. • Before approving a volunteer adult supervisor for field trips/events. • While reviewing the plausibility of a disabled student participating in a field trip. • When transportation is required through staff members or non-employee drivers. • When preparing for student health care needs, insurance and emergencies on field trips. • When experiencing issues with a student on a field trip. |
| 2321P | Guest Speakers | The district may provide for the use of guest speakers and have procedures for their use and approval including notification of parents/guardians. | <ul style="list-style-type: none"> • Before requesting a guest speaker. • Before the approved guest speaker visits the classroom. • Information for guest speakers to read relating to the topic of government and democracy. • Speakers that are elected or are running for office • Cross reference: 2321 and 2331 |
| 2331/2331P | Controversial Issues | The district offers courses of study to afford learning experiences appropriate to the level of student understanding. | <ul style="list-style-type: none"> • Before presenting a controversial topic or class to students. • Obligation for staff to be fair and impartial while facilitating classroom discussions • Before allowing a controversial speaker to present. • In the event a student does not wish to attend a controversial presentation. |

| Policy/ Procedure | Title | Description | Situation to apply |
|-------------------------------|--|---|---|
| 2340P | Religious-Related Activities and Practices | The district complies with the United States and Washington State constitutions, federal and state law, and the decisions made by the respective courts in making decisions regarding religious-related activities and practices. | <ul style="list-style-type: none"> • Before instructing in a discipline that may have a religious dimension. • If student declines to participate in a school activity or requests to use school facilities after-hours related to his/her religious beliefs. • Before planning an activity focused on a holiday. • If a student engages in devotional activity during school programs or in activities before or after school on site. • If a parent/student is aggrieved by practices or activities conducted in the school or district. |
| 2410/2410P | High School Graduation Requirements | Graduation requirements have been established to ensure students are prepared for post-secondary education, training and career with 21st century skills and the foundations needed for lifelong learning. | <ul style="list-style-type: none"> • Before the class of 2021 starts grade 9. • Before implementing a new secondary course study. • When reviewing a student's graduation requirements. |
| SERIES 3000 - STUDENTS | | | |
| 3122P | Attendance | Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Teachers will keep a record of student absences and tardiness. | <ul style="list-style-type: none"> • Use for definition of tardy, excused or unexcused absence and requirements for principals and certificated staff to enforce district's attendance policies and procedures. |
| 3200 | Student Rights and Responsibilities | Assuring learning experiences to help all students develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens. | <ul style="list-style-type: none"> • Quick reference guide to district policies and procedures related to student rights, conduct and corrective actions. |
| 3204/3204P | Prohibition of Harassment, Intimidation and Bullying | The district maintains a safe, respectful and secure learning environment for all students that is free from harassment, intimidation and bullying. | <ul style="list-style-type: none"> • Reference for steps to take to identify, report, and address HIB and for staff interventions. |
| 3205/3205P | Harassment | The district maintains a learning environment for students that is free from all forms of discrimination, including harassment based on any legally protected status or characteristic. | <ul style="list-style-type: none"> • Definition of harassment, complaint process and corrective actions. |
| 3210/3210P | Nondiscrimination | The district provides equal educational opportunity and treatment for all students in all aspects of the academic and activities program. | <ul style="list-style-type: none"> • Use for definition of nondiscrimination and district's nondiscrimination statement. Complaint process outlined. |

| Policy/ Procedure | Title | Description | Situation to apply |
|------------------------------|---|---|---|
| 3213/3213P | Transgender Students | The district provides an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. | <ul style="list-style-type: none"> Definitions and specific steps for compliance with local, state and federal laws concerning transgender students. |
| 3224/3224P | Student Dress | Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that a health or safety hazard, damage to school property or a material and substantial disruption of the educational process will result from the students' dress or appearance. | <ul style="list-style-type: none"> When a student's clothing or something they are wearing disturbs, disrupts, interferes, or detracts from the school environment, activity, or meeting educational objectives. |
| 3231P | Searches of Students and Their Property | Students are subject to search by a principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee. | <ul style="list-style-type: none"> Process for referring a student's suspicious activity related to possession of unknown property to the principal/designee. |
| 3232P | Searches of Lockers, Desks, and Storage Areas | A student's locker, desk, or storage area may be searched by the principal/designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal/designee. | <ul style="list-style-type: none"> Process for referring a student's suspicious activity related to possession of unknown property stored on school grounds to the principal/designee. |
| 3244/3244P | Students Riding School Buses/District Provided Transportation | The denial of the privilege of riding the bus is reserved for the principal or their designee. | <ul style="list-style-type: none"> When a student's conduct on a school bus merits corrective action. |
| 3245/3245P | Technology | To help ensure student safety and digital citizenship in appropriate, ethical online activities, students will be educated about appropriate use of district technology and online behavior. | <ul style="list-style-type: none"> Use when a student's use of district hardware (computers, laptops, cameras), software, internet, network, or Wi-Fi have been used inappropriately. Inappropriate actions with other individuals on websites; cyberbullying awareness and response. |
| 3246P | Use of Personal Electronic Devices | Personal electronic devices (PEDs), such as cell phones, tablets, and other mobile devices are integral tools in our society and their classroom use is encouraged. | <ul style="list-style-type: none"> Guidelines for student use of PEDs in the classroom and steps for violation of rules. |
| 3300 | Corrective Actions | All students shall submit to the rules of the district and the school they attend. | <ul style="list-style-type: none"> Definitions of staff professional judgement in enforcing district and school rules. |

| Policy/ Procedure | Title | Description | Situation to apply |
|------------------------------|---|--|---|
| 3311 | Emergency Actions | A student may be removed immediately from a class, subject or activity by a teacher or administrator provided that they have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school staff or substantial disruption of the class, subject, activity, or educational process. | <ul style="list-style-type: none"> • Process for removing student from class, school, or district property. |
| 3312 | Detention | Staff may detain students for minor infractions of school rules or regulations, or for minor misconduct. | <ul style="list-style-type: none"> • Process for assigning detention to a student. |
| 3318 | Discipline of Special Education Students | Guidelines for the discipline of students with an Individualized Education Program (IEP) or related services. | <ul style="list-style-type: none"> • When the behavior of a special education student is likely to lead to a recommendation of suspension or non-emergency expulsion. |
| 3319/3319P | Use of Physical Restraint and Isolation with Students | Physical restraint and isolation of a student should be avoided; however, on occasion it may be necessary to use physical restraint or to isolate a student to preserve the safety of students and staff. | <ul style="list-style-type: none"> • Definition of physical restraint and isolation, and district process for its use. |
| 3332/3332P | Teacher Responsibilities and Rights | General provisions and procedures for teachers' responsibilities and rights for student behavior expectations. | <ul style="list-style-type: none"> • Defining student behavior expectations and teacher's rights, responsibilities and authority to maintain classroom order. |
| 3400/3400P | Student Welfare | Staff are to conduct all school programs and operations in a manner that recognizes the health and safety of students. | <ul style="list-style-type: none"> • Expectations and guidelines to minimize the occurrence of situations in which staff members may incur liability for their acts in relation to students |
| 3418/3418P | Animals in Schools | Animals on school property are discouraged and must have direct relevance to the objectives of the instructional program. | <ul style="list-style-type: none"> • Guidelines and restrictions for introduction of animals at school. |
| 3416/3416P | Medication at School | Guidelines for the appropriate and authorized storage, administration, and monitoring of prescribed or non-prescribed medication on school grounds. | <ul style="list-style-type: none"> • When it is necessary for a student to receive prescribed and/or non-prescribed (over the counter) medication at school. • Storage and administration of medication at school under the supervision of a nurse, staff member or parent/guardian. • Guidelines for prescriptions of marijuana to students and its prohibition for administration/use at school. |

| Policy/ Procedure | Title | Description | Situation to apply |
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| 3421/3421P | Child Abuse, Neglect and Exploitation | Professional school personnel must meet their legal obligation under RCW 26.44.030 to report to Child Protective Services (CPS) or the proper law enforcement agency within forty-eight (48) hours when they have reasonable cause to believe that a child has suffered abuse or neglect. | <ul style="list-style-type: none"> Definitions of child abuse, neglect and exploitation and staff responsibilities for reporting every instance of suspected child abuse, neglect or exploitation. |
| 3530/3530P | Student Fund-Raising Activities | The solicitation of funds from students, staff and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. | <ul style="list-style-type: none"> Guidelines and expectations to follow for student fund-raising activities. |
| 3600P | Student Records | The district shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner. | <ul style="list-style-type: none"> Guidelines for accessibility, maintenance, and FERPA rights pertaining to student records. |
| 3610P | Child Custody | Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff if a non-custodial parent appears without prior notice to meet with the teacher of his/her child, to visit with his/her child, or to remove his/her child from the school premises. | <ul style="list-style-type: none"> Defining rights of non-custodial parents to have access to the classroom, school-sponsored activities, and teaching materials. Guidelines for visits and/or releasing student to non-custodial parent. |
| SERIES 4000 – COMMUNITY RELATIONS | | | |
| 4131P | Confidential Communications | Staff shall follow all applicable laws, regulations and rules regarding release of information about students, personnel, and district programs. | <ul style="list-style-type: none"> Guidelines to follow if a student reveals confidential information that may put them or others in danger. |
| 4205 | Use of Tobacco or Tobacco-Like Products on School Property | In order to protect students from exposure to the addictive substance of nicotine and to set a smoking-free example for students, employees, students and all community members have an obligation as role models to refrain from the use of tobacco and tobacco-like products on school district property. | <ul style="list-style-type: none"> Guidelines to enforce the district's policy for no smoking cigarettes, electronic cigarettes, cigars or any other use of tobacco or tobacco-like products at schools, district buildings, district property and district-owned vehicles. Cross reference: Policy 5140 |

| Policy/ Procedure | Title | Description | Situation to apply |
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| 4310 | Contact with School/District Staff | Certificated staff working at school sites shall be available to consult with parents, citizens, or students for one-half hour before and after the school day. | <ul style="list-style-type: none"> Guidelines for assuring parents have access to their child's classroom for the purpose of observing class procedure, teaching material, and class conduct. |
| 4312P | Complaints to Board Members Concerning Staff | The board welcomes constructive feedback about district programs but the board has a legal and ethical responsibility to protect its staff from unwarranted criticism and/or disruption of school programs. | <ul style="list-style-type: none"> Process to follow for filing/expressing a complaint regarding a staff member. |
| 4314/4314P | Visitors and/or Disruption of School Operations | Visits to schools by parents/guardians, other adult residents of the community, and other educators are welcome. | <ul style="list-style-type: none"> Guidelines and security measures to follow for minimal disruption when visitors are permitted to observe the educational program. |
| 4316P | Notification of Threats of Violence or Harm | Students and school employees who are subjects of significant, credible threats of violence or physical harm shall be notified of the threats. | <ul style="list-style-type: none"> Notification procedure for if/when credible threats are made and federal confidentiality obligations. |
| 4340/4340P | Public Access to District Records | The district shall afford full access to public records concerning the administration and operations of the district in accordance with the Public Records Act. Access to student records is primarily controlled by the Family Educational Rights and Privacy Act FERPA (20 U.S.C. § 1232g. 34 CFR Part 99). | <ul style="list-style-type: none"> When a parent or community member requests to see or be provided copies of district records beyond their normal access online or in regular school communications. Jennifer Farmer (Business Services Dept.) is our Public Records Officer. |
| 4411/4411P | Working Relationships with Law Enforcement, Child Protective Services and the County Health Department | District personnel shall maintain cordial working relationships with law enforcement, CPS and the county health department. | <ul style="list-style-type: none"> Protocols for interviews of students by law enforcement, CPS and the county health department on school grounds. Parameters for when a parent must be notified of such actions by the school administrator. |
| 4412 | Political Relationships with Governmental Agencies | The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes. | <ul style="list-style-type: none"> Guidelines for staff to engage in political activity or who hold elective or appointive public office. |
| SERIES 5000 – HUMAN RESOURCES | | | |
| 5010/5010P | Affirmative Action and Nondiscrimination | The district provides equal employment opportunity for all applicants and employees and will not tolerate unlawful discriminatory practices. | <ul style="list-style-type: none"> Recruitment, hiring, retention, assignment, transfer, promotion, training and reasonable accommodations per the Americans with Disabilities Act (ADA) |

| Policy/ Procedure | Title | Description | Situation to apply |
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| 5140 | Tobacco or Tobacco-Like Products Use Policy | Tobacco or tobacco-like product use is prohibited inside all district facilities, on all district property and in all district vehicles. | <ul style="list-style-type: none"> • Employees are subject to this policy, which includes rented or leased facilities to other agencies. • Cross reference: Policy 4205 |
| 5150 | Drug-Free Workplace | The district complies with and prohibits acts involving alcohol, illegal drugs and controlled substances including marijuana (cannabis) per the Drug-Free Workplace Act of 1988. | <ul style="list-style-type: none"> • Employees and patrons are subject to this policy. Workplace includes any district building or property, district-owned vehicle, or other district-approved vehicle used to transport students, off-district property during any school-sponsored or school-approved activity, event, or function. |
| 5160/5160P | Sexual Harassment | All employees and volunteers will be provided a work environment free from sexual harassment. | <ul style="list-style-type: none"> • When an employee or volunteer reports unwelcome requests for sexual favors, and other verbal or physical conduct of a sexual nature as a condition of employment, in employment decisions or it substantially affects the individual's work performance. |
| 5161 | Civility in the Workplace | The board commits the district in its entirety to the core value of mutual respect for each person regardless of individual differences or characteristics. | <ul style="list-style-type: none"> • Board of Directors, employees, parents, volunteers, contractors and visitors are subject to this policy when uncivil conduct or other forms of disruptive behavior interferes with an employee's ability to accomplish their work and a school's ability to educate its students. |
| 5215 | Conflicts of Interest | The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest. | <ul style="list-style-type: none"> • Any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest that interferes with the objective exercise of his/her district duties or for gain/advantage by virtue of his/her position in the district. |
| 5225/5225P | Technology | Use of technology is to improve performance and achievement for all students and employees, and increase productivity and efficiency in day-to-day operations. | <ul style="list-style-type: none"> • Provides for employee access to job-appropriate technologies and outlines expectations for appropriate use of available technology. |
| 5253/5253P | Maintaining Professional Boundaries between Employees and Students | All employees will maintain the highest professional, moral and ethical standards in interactions with students. | <ul style="list-style-type: none"> • When an employee's behavior has no legitimate educational purpose, has the potential to abuse the relationship between the employee and the student, or violates legal and ethical standards of care. |

| Policy/ Procedure | Title | Description | Situation to apply |
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| 5320/5320P | Leaves of Absence | Consistent with the law, leaves of absence for non-represented employees may be granted. | <ul style="list-style-type: none"> • Outlines protocols for leaves of absence for employee groups not associated with a union, e.g. administrators and professional/technical. |
| 5320.9/5320.9P | Family and Medical Leave | Family and Medical Leave will be provided for all eligible employees pursuant to its provisions and Washington state laws/regulations. | <ul style="list-style-type: none"> • Applies to all employees who have worked for the district for at least twelve (12) months, and at least 1,250 hours over the previous twelve (12) months, except female employees who are eligible for leave for any period of pregnancy-related illness or disability. |
| 5406/5406P | Shared Leave Program | The district has established and administers a leave sharing program for eligible employees to donate accrued leave. | <ul style="list-style-type: none"> • Employees are eligible for shared leave if they are suffering from, or a relative or household member is suffering from, illness, injury, impairment, physical or mental condition which is of an extraordinary or severe nature (meaning serious, extreme, and/or life threatening) or the employee has been called to service in the uniformed services and if the illness, injury, impairment, condition, or call to service has caused; , or is likely to cause, the employee to: go on leave without pay status; or terminate his/her employment. |
| SERIES 6000 – MANAGEMENT SUPPORT | | | |
| 6114P | Gifts | Individuals and organizations in the community may wish to contribute additional supplies, equipment or monetary donations to enhance or extend the instructional program. | <ul style="list-style-type: none"> • Procedure for staff to follow if money or another type of gift is donated to a school or staff member. |
| 6213P | Reimbursement for Travel Expenses | Travel expenses incurred by employees and board members while on approved travel may be reimbursed. | <ul style="list-style-type: none"> • Procedure for staff to follow during approved district travel. |
| 6225P | Food and Beverage Consumption | Staff members and others associated with the district are expected to pay for their own food and beverages. However, under certain circumstances the district may expend funds for food and non-alcoholic beverages consumed by staff and others while in the conduct of district business. | <ul style="list-style-type: none"> • Procedure for staff to follow when purchasing/providing food for school or district meetings. |

| Policy/ Procedure | Title | Description | Situation to apply |
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| <u>6505P</u> | Video Security on School District Grounds or Property | The district is committed to maintaining a safe and positive environment for students, staff and visitors. | <ul style="list-style-type: none"> • It is necessary to use video security on district property to ensure the safety of school staff, students and visitors; to protect district property; and to aid in the enforcement of district policies, procedures and rules. |
| <u>6531</u> | Care of District Property | Staff shall ensure buildings, equipment, furniture and motor vehicles are not abused. | <ul style="list-style-type: none"> • District provided equipment, furniture, etc. should be maintained and treated with care. |
| <u>6540P</u> | School District's Responsibility for Privately-Owned Property | The district shall not make reimbursement for loss or damage to a staff member's personal equipment or material brought to school unless evidence can be shown that it was necessary or highly desirable for use in the school program. | <ul style="list-style-type: none"> • If a staff member brings personal equipment or materials for use at school, the district is not responsible for loss or damage. |
| <u>6550P</u> | Data Security and Privacy | This policy provides guidance and a framework to encourage and support the district's use of data for decision-making purposes to improve student learning, while safe-guarding the security of the data and the privacy of our students, staff and the district as an organization. | <ul style="list-style-type: none"> • Staff members with access to personally identifying student information should consider themselves data users and are responsible to ensure the security of data. This procedure outlines obligations to ensure privacy of student information online following FERPA, COPPA and CIPA. |
| <u>6571P</u> | Lending of District-Owned Equipment and Books | This policy provides that school equipment may be removed from school property by students or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities. | <ul style="list-style-type: none"> • If school equipment is to be used off the school site by a staff member, they must have prior approval from the principal and will be fully liable for loss or damage. |

APPENDIX A:

STUDENT TO STAFF SEXUAL HARASSMENT COMPLAINT PROCEDURE

Upon receiving a complaint of sexual harassment by a student toward a staff member, the principal will select a lead administrator to investigate the allegation(s). However, there may be mitigating circumstances that cause a different course of action than listed below. In such a case, the Principal will meet with the staff member making the allegation(s) and offer reasons for his/her action(s). The investigation will begin as soon as reasonably possible to the proximity of the complaint.

PROCEDURAL COURSE OF ACTION

I. Selection of Administrator

1. If at all possible, an administrator who is *not* the direct supervisor of the staff member
2. If at all possible, an administrator who is *not* the supervisor for the student's discipline
 - *This may not be possible if more than one student is involved*

II. Meeting with Staff Member

1. Meet with the staff member to obtain a full verbal understanding of the allegations
2. Staff member will provide a full accounting of the incident in writing
 - *Record time and date*
 - *Record all witnesses*
 - *Note any conversation(s) that staff may have had with parents*
3. Class coverage will be offered as appropriate to the situation
4. Student may be removed from staff member's class (if applicable) during the investigation at the request of the staff member or administrator

III. Meeting with Student(s)

1. Allow student to respond (*tell his/her side of the story*)
2. Ask questions and record responses
 - *Record all witnesses*
 - *Inform parents of allegation(s) and ongoing investigation*
3. Obtain written statements

IV. Witnesses

1. Interview witnesses provided by staff member
2. Interview witnesses provided by student(s)
3. Interview other witnesses

V. Communication

1. Anticipated timeline of process to be discussed with staff member
2. Without compromising investigation, lead administrator to provide status update at process benchmarks to keep staff member informed of process
3. Lead administrator to inquire with staff member regarding needs and/or new developments
4. Staff member to direct questions and other communication with lead administrator

VI. Conclusions

1. Lead administrator to meet with Principal and review investigation and course of action
2. Lead administrator to meet with staff member and review investigation and course of action
3. Lead administrator to meet with student(s) and initiate course of action
4. Principal will contact parents to provide a summary of the investigation and course of action to be taken

- *Course of action may result in student discipline up to and including suspension or expulsion, and/or removal from staff member's class and other supervisory purview for the duration of the student's enrollment at the school*