

# Gateway Middle School

## 2023-24 Staff Handbook



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## **Fragrance-Free Workplace**

Fragrances should not be worn to school. This includes perfumes, colognes, body sprays, scented soaps, lotions, etc. Air fresheners, sprays, candles and plug-Ins must also be avoided. There are members of the school community with health conditions that are negatively affected by these fragrances, even when worn or utilized by others.

## **Link to Everett Public Schools Policies and Procedures**

[Click here for access in Docushare](#). Employees must be logged in to view.

## **Everett Mission, Vision, and Values**

# INSPIRE → ACHIEVE → THRIVE

## EPS Mission

To inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

## EPS Vision

Our students will lead and shape the future.

They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate.

They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others.

They will acquire the knowledge, attitudes and skills to adapt to the emerging needs of a changing world.



***Students in Everett Public Schools are achieving when they demonstrate both proficiency and growth to aligned standards.***



## Gateway Middle School Mission

Our mission at Gateway, in partnership with parents and the community, is to provide a safe and collaborative learning environment that empowers lifelong learners to reach their full potential.

## Administrative Duties

Matt and Liz are an Administrative Team who help each other while having specific areas of focus.

Matt Bennett	Liz Sanchez
Discipline: 6 <sup>th</sup> Grade and 7/8 Support 504 Meetings (primary)	Discipline: 7 <sup>th</sup> and 8 <sup>th</sup> Grade IEP Meetings (primary)
Instructional Leadership Team Instructional Review School Improvement Plan PD/Staff Meetings Student Supervision	Instructional Leadership Team Instructional Review School Improvement Plan PD/Staff Meetings Student Supervision
Activities/ASB Assessment Budget/Purchasing Course Expectations, Grading, Homework Master Calendar Master Schedule MTSS/PBIS PTSA Staff Handbook Staffing Transitions	Athletic Director Assessment Attendance DELTA Equity Team Master Calendar Safety and Security Student Handbook Volunteers
<u>Certificated Evaluation:</u> Counseling Fitness/Health Library ML Music Science UA/Electives	<u>Certificated Evaluation:</u> ELA Math Special Education
<u>Classified Evaluations:</u> Office Staff Non-SPED Paraeducators	<u>Classified Evaluations:</u> Coaches Security Special Education Paraeducators

## Gateway Team Expectations

At Gateway, we are all part of the same team. We all have different roles and work on different teams, all of which focus on student learning outcomes.

This is what we all expect from one another:

<b>Grit</b>	<ul style="list-style-type: none"> <li>• Commitment to do what's best for kids using data</li> <li>• Commitment to push ourselves and the team past the status quo</li> </ul>
<b>Universal Respect</b>	<ul style="list-style-type: none"> <li>• Commitment to communicate the "why" to necessary change(s) and help plan for impact on staff which ultimately will affect student learning</li> <li>• Commitment to prioritize and communicate needs that arise</li> </ul>
<b>Acceptance</b>	<ul style="list-style-type: none"> <li>• Commitment to engage in critical conversations which ultimately positively impact student experiences and learning</li> <li>• Commitment to recognize that we are all part of the district team</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Commitment to close achievement gaps</li> <li>• Commitment to ongoing 360 degree communication (admin, staff, students, parents/community)</li> </ul>
<b>Doing what's right</b>	<ul style="list-style-type: none"> <li>• Commitment to seek work/life balance for ourselves and our team</li> </ul>

## Shared Leadership Decision Making Matrix

	<b>Mandates</b> National, state, district mandates \$ realities	<b>Input – Admin</b> The genuine opportunity to submit information and/or to be heard by the decision makers. The decision makers are responsible for expressing how the input is fed into the rationale for making the decision.	<b>Influence – ILT</b> The opportunity to be able to affect an outcome or decision in a significant way as to have visible impact on a process and/or decision.	<b>Consensus – Staff/Students</b> The result of a process in which all parties support the decision even if it is not their first preference, and if full consensus is not reached the parties have agreed upon the minimum level of support in order for the decision to move forward.
<b>Curriculum and Instruction</b>	-State Standards -State required tests -Adopted Curriculum -Curriculum maps	-ALIFs -Implementation of programs -Evaluation -Data analysis -SIP -Grading practices	-LIF teams establish leads and pacing for subject teams -Assessment practices -Data analysis -SIP -Grading practices	-Choice in delivery of required content and standards -Data analysis/monitoring of progress
<b>Staffing</b>	-FTE allotment -Certification -Contractual hiring - guidelines	Follow equitable hiring practices focused on inclusivity Targeted selection Managing postings	ILT feedback for master schedule ILT design of room matrix Feedback about staffing needs	-Staff members and sometimes students participating on interview teams
<b>Budget/Resource Allocation</b>	-District budgets -Building budget and parameters (what expenditures are allowable)	-Classroom/facility space use -Apply budget guidelines when making spending decisions	-ILT feedback on overall expenditures	-ASB budget and expenditures -Individual department requests (brought to ILT lead)
<b>Communication</b>	-District messaging related to all schools -Required communication from school as directed by district -Monthly newsletters -Principal packets	-Website current -Weekly newsletter -Connect Eds/BB Connect -Social Media -Yearly calendar -Community bulletin -Staff Canvas page	-Communicate all ILT topics of discussion to their individual departments (face-to-face) -Communicate LIF work with administration	-Syllabus -Classroom/facility space -Student and family communication -Current Canvas page
<b>Operations/Procedures</b>	-State Law -School Board Policy -District Strategic Plan -Student disciplinary consequences	-Discipline Matrix application -Facility use guide -Student policy oversight -Field trips -Safety Plan -Student disciplinary consequences	-Safety procedure feedback -Hall pass procedures -Building use feedback -Student Dress Code	-Bathroom pass -Attendance / Tardies -Safety procedure application



## **Instructional Leadership Team (ILT)**

The Instructional Leadership Team is a group of individuals who are nominated by their respective departments or themselves and selected by the Gateway administration to serve for the year. At Gateway, we have twelve available positions on the ILT for certificated staff. Our ILT contributes to:

- Facilitating ALIF/PLCs and helping to implement building initiatives and priorities for school-wide continuous improvement of student and teacher learning
- Reflecting collaboratively on their own practice and school-wide achievement data
- Assisting with presenting and facilitation of special presentations (staff meetings, professional development, board presentations and the Instructional Review (IR))
- Reciprocating with PLCs to improve student learning outcomes

Meetings are subject to change with advanced notice. Additional consultation meetings may be called as needed to determine staff needs due to changing priorities.

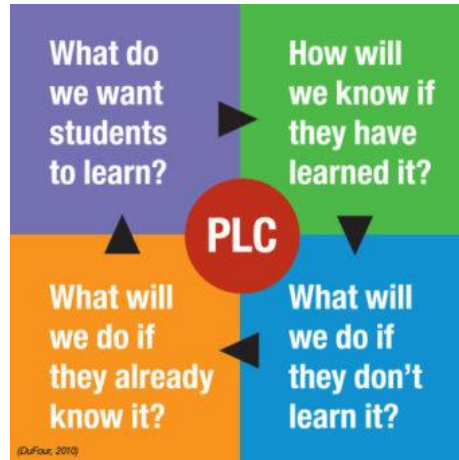
## **Roundtable, IEP and 504 meetings and Parent Conferences**

Periodically, counselors, administrators, the school psychologist, special education teachers, or general education teachers may request a meeting to discuss student needs. It is critical that teachers who work with the student attend these meetings so that we can best meet the student's needs. It is also a legal obligation for one general education teacher to participate in the 504 and IEP processes. Teachers are expected to attend these meetings as they are scheduled during the regular contract day. Informal parent-teacher conferences can happen at the mutual discretion of parent and teachers. If you would like administrative support for a parent meeting, let Matt, and/or Liz know, and they can assist accordingly.

Whenever possible, please do not schedule parent meetings during the month of June. Also, overlapping meetings cannot be scheduled due to administrators need to provide student supervision.

## **Learning Improvement Fridays**

On most Fridays of the school year, students will be released seventy-five (75) minutes early. The primary purpose of this 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. Use of the time will be planned and led on alternate Fridays by administrators and employees as identified on the calendar below.



**Administrator-facilitated (A-LIF):** Administrators will engage with collegial teams on matters related to the continuous improvement of instruction, school programs, professional growth, student learning opportunities and best instructional practices. The meeting topic and location will be printed in The Sentinel the week of the LIF meeting. Teams will use student data to inform their unit/lesson planning during these days. Admin will use the weekly bulletin to communicate foci for ALIF. This work will complement the School Improvement Plan as well as teacher TPEP student growth goals.

Administrators will determine when a larger staff meeting is appropriate during ALIF.



**Employee-facilitated (E-LIF):** 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.

In addition to staff meetings and designated collaborative times on A-LIFs, it is highly encouraged that staff members in each content area and/or grade level meet collaboratively for the purpose of aligning curriculum, designing/reviewing student assessment tools and planning and developing instructional units; staff are not limited to collaborative activities on these days only.



# EEA Work 2023-2024 Calendar

2023					2024				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
<b>JULY</b>					<b>JANUARY</b>				
3	4	5	6	7	1	2	3	4	5 <sup>E</sup>
10	11	12	13	14	8	9	10	11	12 <sup>A</sup>
17	18	19	20	21	15	16	17	18	19 <sup>E</sup>
24	25	26	27	28	22	23	24	25	26 <sup>A</sup>
31					29	30	31		
<b>AUGUST</b>					<b>FEBRUARY</b>				
	1	2	3	4				1	2
7	8	9	10	11	5	6	7	8	9 <sup>E</sup>
14	15	16	17	18	12	13	14	15	16 <sup>A</sup>
21	22	23	24	25	19	20	21	22	23 <sup>E</sup>
28	29	30	31		26	27	28	29	
<b>SEPTEMBER</b>					<b>MARCH</b>				
				1					1 <sup>A</sup>
4	5	6 <sup>*</sup>	7	8 <sup>A</sup>	4	5	6	7	8 <sup>E</sup>
11	12	13	14	15 <sup>E</sup>	11	12	13	14	15 <sup>A</sup>
18	19	20	21	22 <sup>A</sup>	18	19	20	21	22 <sup>*</sup>
25	26	27	28	29 <sup>E</sup>	25 <sup>*</sup>	26 <sup>*</sup>	27 <sup>*</sup>	28 <sup>*</sup>	29 <sup>*</sup>
<b>OCTOBER</b>					<b>APRIL</b>				
2	3	4	5	6 <sup>A</sup>	1	2	3	4	5
9	10	11	12	13	8	9	10	11	12 <sup>E</sup>
16	17	18	19	20 <sup>E</sup>	15	16	17	18	19 <sup>A</sup>
23	24	25	26	27 <sup>A</sup>	22	23	24	25	26 <sup>E</sup>
30	31				29	30			
<b>NOVEMBER</b>					<b>MAY</b>				
	1	2		3 <sup>*</sup>		1	2		3 <sup>A</sup>
6	7	8	9	10	6	7	8	9	10 <sup>E</sup>
13 <sup>*</sup>	14 <sup>*</sup>	15 <sup>*</sup>	16 <sup>*</sup>	17 <sup>*</sup>	13	14	15	16	17 <sup>A</sup>
20	21	22	23	24	20	21	22	23	24 <sup>E</sup>
27	28	29	30		27	28	29	30	31 <sup>A</sup>
<b>DECEMBER</b>					<b>JUNE</b>				
				1 <sup>E</sup>	3	4	5	6	7 <sup>E</sup>
4	5	6	7	8 <sup>A</sup>	10	11	12	13	14 <sup>*</sup>
11	12	13	14	15 <sup>*</sup>	17	18	19	20 <sup>*</sup>	21 <sup>*</sup>
18	19	20	21	22	24 <sup>*</sup>	25	26	27	28
25	26	27	28	29					

\* = see note on right  schools closed  non-instructional workday (no students) A = Administrator-facilitated LIF; E = Employee-facilitated LIF (8.04.D)

Board approved March 14, 2023

## Multi-Tiered Systems of Support (MTSS) Tier 1 Team

The MTSS Tier 1 team is a group of individuals who have volunteered or are selected by the Gateway administration to serve for the year. The MTSS Tier 1 team is facilitated by a team leader (not an administrator) and meets monthly. The MTSS team will work on modifying our current discipline system to include restorative justice practices as well as solidifying the various levels of behavior support both in the classroom and in the office. Tier 2/Tier 3 teams meet throughout the week in the office.

## Staff Meetings

Per EEA contract, extensions of the school day will not exceed 2.5 hours per occurrence and will be announced at least two weeks in advance. However, we will do our best to plan ahead and give staff the most advance notice possible. From time to time, if needed, shorter staff meetings may occur within the scheduled teacher work day (WAC time).

**Extended staff meetings:** The critical purposes of these meetings will be to: share information on the School Improvement Plan, discuss best instructional practice, engage in professional development and training on large-scale assessments (e.g. SBA). The work of the Instructional Leadership Team (ILT) will inform much of the content of these staff meetings. All certificated staff are expected to attend the extended staff meetings. Paraeducators and other classified staff will be invited when relevant.

**Teacher Expectations:** We know how difficult it is to find a time when we can all meet. It is vital that all staff members are involved in building initiatives, regardless of assignment or job function. The goal is to provide you with the time and structure needed to accomplish the myriad tasks that are on your plate. All staff are expected to attend all meetings that relate to their assignment. Please do not schedule after school activities (make up testing, student/parent meetings, doctor appointments, etc.) on staff meeting dates.

**Callbacks and Extensions:** Administrators have a bank of 12 hours to be used as extensions and callbacks in a single school year. Should teachers work more than three callback events, please connect with an admin in advance of the event to request to timesheet the event.

2023-24 Meeting Schedule (Tuesdays)			
	Staff Meeting	ILT (3:00-4:00)	MTSS (3:00-3:45)
September	9/12 3:00-4:00	9/19	9/26
October		10/10	10/24
November	11/14 3:00-4:00	11/7 (3:00-4:00) 11/29 (3:00-3:30)	11/28
December	12/12 3:00-3:30		
January	1/16 3:00-4:00	1/9	1/23
February	2/13 3:00-4:00	2/6	2/27
March	3/12 3:00-4:00	3/5	3/19
April	4/16 3:00-4:00	4/9	4/23
May		5/7	5/21
June	6/11 3:00-3:30		

### Call Backs

Call backs are evening events not adjacent to the school day. Certificated Staff have up to 3 callbacks per year.

Callback #	Date	Event	Who
1	Thursday, September 21 <sup>st</sup> 5:45-8:15PM	Curriculum Night	All Certs
2	TBD by PE	Family Fitness Nights (2)	PE Teachers

	TBD by Math/Admin	Family Math Night	Math Teachers
	Tuesday, March 5, 2024	5 <sup>th</sup> Grade Parent Night	8 <sup>th</sup> grade counselor, 6 <sup>th</sup> grade teachers, UA/Music teachers
	Tuesday, June 18 <sup>th</sup> 4:30-7:00 or 6:45-9:15	8 <sup>th</sup> Grade Celebration	Any certs needing a 2 <sup>nd</sup> callback

## Middle School Designated Event Evenings

Every available evening during the month is reserved for a specific building level to ensure that families with students at different levels can attend events at their children's respective schools. This year, the middle school designated nights are:

- **2<sup>nd</sup> & 4<sup>th</sup> Mondays**
- **1<sup>st</sup> Tuesday**
- **3<sup>rd</sup> Thursday**
- **4<sup>th</sup> Wednesday**

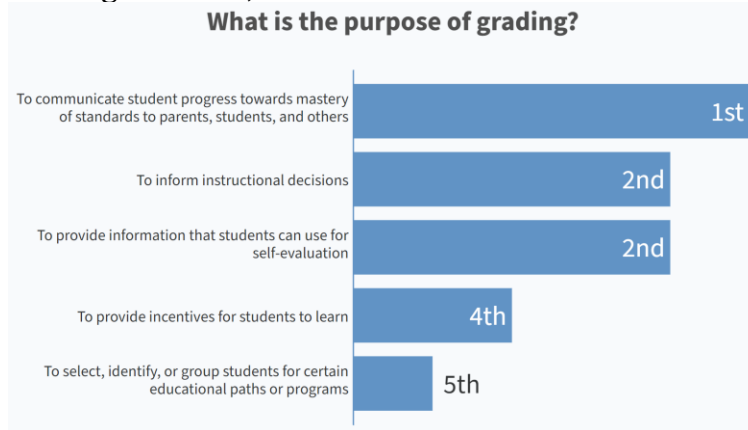
If the date of a school board meeting falls on one of these nights, we won't be able to have an event on that particular night.

## Office Staff Responsibilities

<b>Mara Seifert #6601</b>	<b>Jessica Perez #6610</b>	<b>Monique Juarez #6603</b>	<b>Peggy Trachte #6604</b>
Office Manager	Counseling Secretary/Registrar	Assistant Principal's Secretary	Office Assistant
Principal's Mail/Calendar	Counselor Support	Attendance/Voice Mail	Front Counter
Office Staff Meetings	Student Records	Discipline Entry and Paperwork	Web Master
Building Budgets	Master Schedule	Assistant Principal's Calendar	Health Room Backup
Finance/ Purchasing	Student Enrollment/Withdraw		Discipline/Attendance Backup
Accounting	Student Progress Reports	Answering Phones	Athletics
Payroll	Student Scheduling/Placement	Gateway Calendar	Student Lockers
Fines/Fees	Grading/Report Cards	Scheduling Parent/Student Meetings	Orientation Support
Travel Requests	Develop Timelines for Grading	Becca Letters, Petitions, Reports	Display Cases
Guest Teachers	School, District and State Reports	Truancy/Weapons Report	Laminating
Tracking/Collecting Field Trip Money	Answering Phones	Detention Scheduling/Supervision	Promotion Certificates, Programs
Parent Conference Set Up	Transfer Process	Evaluation/Observations	Student Recognition
Grants, Special Programs	Health Room Support	Health Room Assist	Building Use Tracking
Tracking Building Keys	Cumulative Files	Front Counter Assist	Activity Bus Coordinator
Bell Schedules	ELL & KIT Liaison	Display Case	Answering Phones
Orientation	Grade Level Transition	Student Support	Guardian Award Breakfast, Assist
Supply Orders	Parent Conference Support	Academic Intervention	1 <sup>st</sup> Day Packet Assist
ASB Budgets	Incoming 5 <sup>th</sup> grade	OSPI, Discipline Reports	InTouch Receipting
State Testing	H.S. Transition	Security Officer Liaison	Office TA Supervision, Mail
Answering Phones	Data support for Admin	Input Field Trip Forms	Coordinates Picture Day
Volunteer Coordinator	SOTM pictures/display/invitations	Bus Driver meeting support	Sub Folders
Gateway Calendar	Orientation Support	Volunteers support	Gateway Calendar
Open/Close School	Open/Close School	Open/Close School	Open/Close School

## Gateway Grading Policies

Gateway Staff agreed that the purpose for grading is: *To communicate student progress towards mastery of standards to parents, students, and others.* The purpose of grading is not about incentivizing students, nor to track students into educational programs.

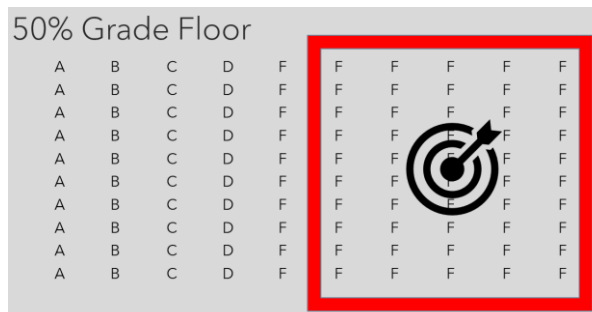


### Two Gateway Universal Gradebook Expectations:

- Grades should be weighted so that summative scores are no more than 70% of a student's grade overall
  - PLCs may make a team decision to set this lower (aka 60/40, etc.)
- The floor for an "F" grade should be set at 50%
- High-school credit courses should be consistent with high school practices
- Grading is part of the EPS Strategic Plan for 2023-24 and 2024-25. *This may include a revision of grading scales, but will include implementation of a new online gradebook system.*

This does NOT mean that students may not earn an "F" grade. What this DOES mean is that since grades are for communication of student mastery, students should be able to fail an assignment/assessment and as part of the grading process, receive feedback on how to improve.

Late and Makeup Work: We accept late work, and makeup work for excused absences. If we don't accept late work, we are signaling that those standards are not important to student learning. PLCs will collaborate and set Late and Makeup Work policies appropriate to the subject and grade level.



- Staff are expected to update and upload grades to LMS every two weeks at minimum to assist parents in partnering with us for the student's benefit. Accurate and up-to-date information is vital to this effort. It is recommended staff update and upload grades to LMS every week.
- Use M for all missing assignments
- *No grade in a student's gradebook should be below 50%. This is a hard floor.*
- All teachers are required to notify the parents of any students receiving below a C grade at the first designated trimester progress report time. (The office provides a schedule of these dates.)
- At the second designated progress report time (three weeks before the end of the trimester), teachers are required to notify parents of those students who are currently failing their class or in danger of failing the class. ("I" Progress reports)
- Telephone or e-mail contact must also be made with the parents of all students who are failing. If a teacher is unable to reach a parent/guardian, that teacher is expected to contact the grade level counselor for assistance. Please document all attempts to make these contacts.
- No student may receive a failing grade unless the required progress reports have been sent at the designated times and you have had a telephone conversation with the parent/guardian.
- When the student is absent three or more days, parents may request schoolwork through the counseling office. Teachers will be given up to 24 hours to compile the work and forward it to the student or parent/guardian.
- The recommended amounts of total time most students should spend on homework in one evening are: sixth graders about an hour, seventh and eighth graders about an hour and a half. The Gateway faculty recognizes that some students require different amounts of time to complete the same assignment.

## **Behavior Management Plan**

Gateway staff strives to create a place where every student can be challenged and learn every day. If the learning environment is disrupted, staff has the responsibility to work with the student through corrective actions, interventions, reinforcement of desired behavior, and communication with families to help students be successful. The intention of this behavior management plan is to provide staff with the tools to create a safe, positive learning environment.



Proactive interventions can prevent undesired behaviors and establish a positive classroom culture:

- Building positive relationships with students
- Positive reinforcement [5:1 or 3 minute strategies]
- Teach and reinforce behavior expectations
- Consistent recognition of desired behaviors
- Modeling problem solving techniques with students
- Intentional and individualized family communication
- Understanding 504, IEP, EL, BIP accommodations
- Model positive communication
- Teach emotional regulation/RULER
- Utilizing culturally responsive practices

<b>When you observe and identify an undesired behavior, who should response to the behavior?</b>	
<b>Staff Managed</b> Minor behaviors	<b>Office Managed</b> Major Behaviors
Inappropriate Language <i>Not directed at another student</i>	Abusive Language <i>Racial taunting</i> <i>Language directed at others</i>
Contact/Aggression <i>Wrestling, pushing, shoving</i> <i>'Horsing around'</i>	Physical Aggression Kicking/punching/hitting others with intent to harm. Fighting
Disrespect <i>Talking back</i>	Vandalism <i>Damage to school property or the property of others without permission</i>
Defiance/Non-Compliance <i>Not completing work</i> <i>Not following directions</i>	Harassment <i>Continued bothering of others despite request to stop</i>
Disruption <i>Distracting others from learning</i>	Bullying or Intimidation <i>Verbal threats of aggression</i>
Property Misuse	Leaving School Grounds without Permission
Cheating/Plagiarism	Theft
	Possession of Dangerous Items <i>Lighters</i> <i>Weapons</i>
	Substance Usage <i>Drugs, alcohol, tobacco</i>

Repeated minor behaviors can result in office action. See flowchart below.

## **General Discipline Guidelines**

In all instances it is important to keep the focus on the current behavior concern and use the opportunity to reinforce expectations throughout the class. Here are some reminding language keys:

- Be direct and specific.
- Say what to do, instead of what not to do.
- State a redirection as a statement, not a question.
- Follow up with additional action if necessary.

Students will take time to learn processes and procedures and it is important to reinforce those desired behaviors and remind students of desired behaviors when expectations are not being met. All staff are responsible for creating the climate and culture at Gateway. All staff are expected to intervene with undesired behaviors and recognize desired behaviors.

**Reinforcing:** Use language that reinforces the positive behaviors students exhibit when conferencing with students. For example, if a student gets into an argument with a teacher, the staff member should start the conversation by reinforcing positive decisions to use appropriate verbal and body language before address the undesirable behavior.

Here are some reinforcing language keys:

- Name concrete and specific behaviors.
- De-Emphasize your personal approval or disapproval.
- Avoid holding one student up as an example to others or to different standards of what not to do.
- Find positives to reinforce in all students or in all situations.

**Reminding:** Give students the opportunity to identify the error behavior and time to identify the positive replacement behavior. For example, a student is off task while getting their supplies together for class, ask the student if they are prepared for class. This helps them start to learn valuable time management skills and give self-recognition of appropriate vs inappropriate behavior. Here are some reminding language keys:

- Prompt students to remember.
- Use neutral tone and body language.
- Be brief with reminders.
- Watch for follow through.

Restorative Justice Practice: During undesired behavior situations staff will regularly be expected to use Restorative Justice Practices with students to help them with the understanding of desired behaviors and the impact of their actions on those around them and their learning. Developmentally, the average middle school student will exhibit a lack of ability when it comes to managing impulsivity, thinking flexibly, and applying past knowledge to new situations. Restorative Justice Practices are based on the concept of mediation and understanding which will lead to more natural consequences instead of the student feeling they are excessively being punished.

Restorative justice questions that are traditionally used in having discussions with students after needed steps to adjust undesired behavior:

1. What happened? What were you thinking at the time?
2. What have you thought about since?
3. Who has been affected by what happened and how?
4. What about this has been the hardest for you?
5. What do you think needs to be done to make things right?

<b>What might a staff response to undesired behavior look like?</b>	
<b>Staff Based</b>	<b>Office Based</b>
Prompt and pre-correct Stop the behavior the first time; do not let it go unaddressed Self-reflection activity Reteach behavior expectations Offer choice Increase structure Change in environment Increase staff proximity Signal/Non-verbal Behavior specific praise Loss of related privileges Ignore/attend/praise Offer leadership opportunities Teach and model replacement skills Staff notify family Staff counsel with student Conference with student Redirection Problem solving conversation Restorative conference Class meeting Restorative circle Peer mediation Reset Desk	Family conference Peer Mediation Restorative practices Restitution for damages or stolen property Community Service Loss of computer privilege Detention/ISS Reevaluate supports provided Pair with mentor MTSS Tier 2 referral

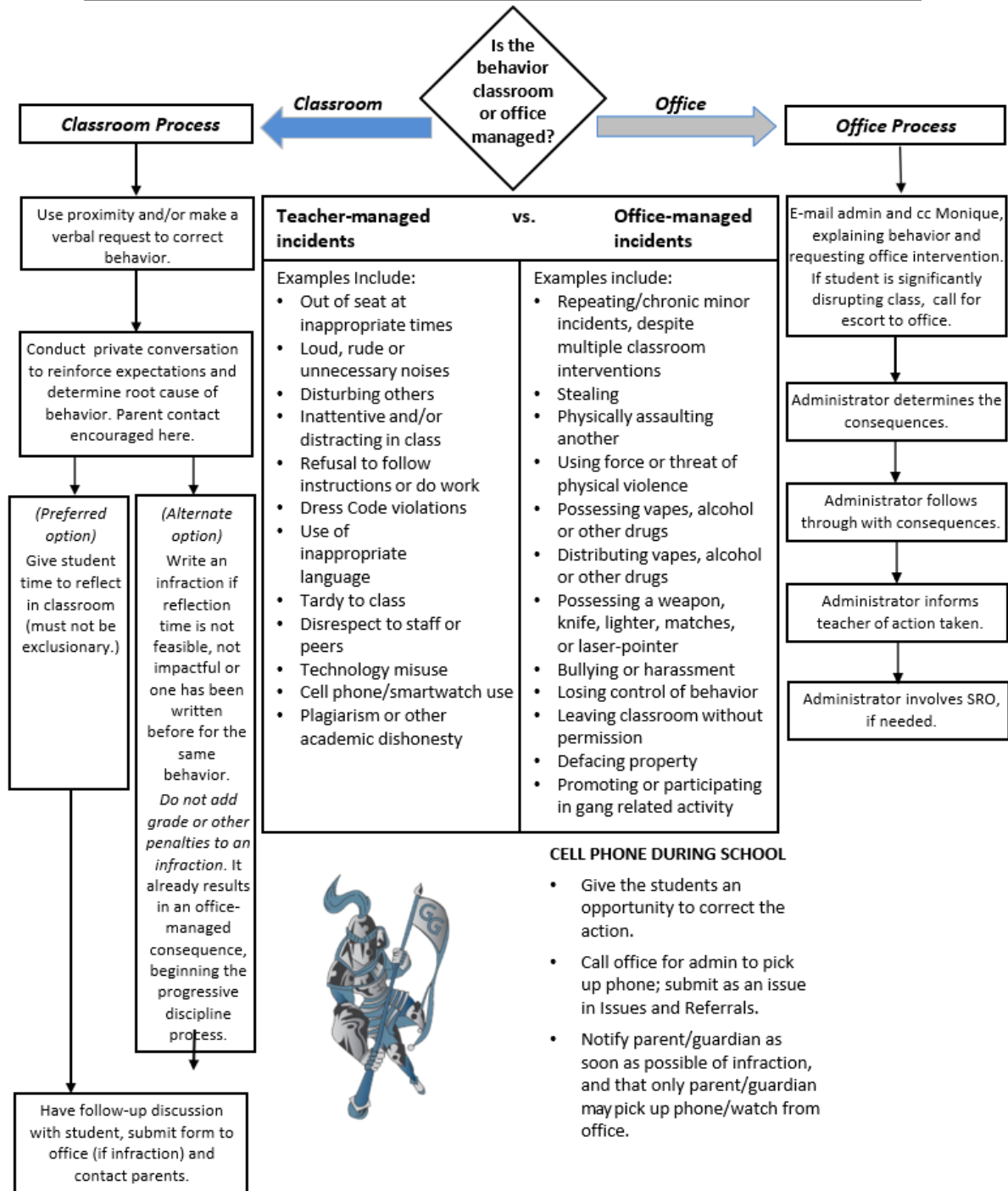
Classroom exclusion, suspension, and expulsion can occur in rare, repeated, or highly unsafe incidents. These practices should not be used to reteach a student classroom or building wide expectations.

In all instances where a student is excluded from a class for recurring minor behaviors, the classroom teacher is required to make contact with the family prior to the exclusion.

All student disciplinary actions will occur in compliance with the district [Student Discipline Policy 3300](#).

Anytime a student is excluded from class for a period of time, this information must be reported to the state.

# Gateway's Behavior Intervention Flow Chart



## **Academic Intervention**

The staff at Gateway Middle School believes that all students can reach and/or exceed standard when the proper support is provided. When a student is demonstrating below standard understanding of a specific concept or skill, additional academic support is needed. At Gateway we recognize that each student is an individual and might require different support. After data collection, discussions with the student and parents, teachers can offer a variety of academic support options. At Gateway we offer several academic support opportunities to support students both during and outside of the school day.

- School Day Supports:
  - Academic Skills Group: specifically supports students who need additional help with organization including planner checks, organizing homework, turning in homework and planning for projects. Teachers assign students to the group.
  - Lunch help: teachers may choose to offer students individual help during their lunch period.
- After-School Supports:
  - Study Hall: provides a quiet area to work on homework with support from various Gateway staff members. Students may choose to work on any subject during study club. Teachers may suggest that students attend study club or students may choose to attend study club
  - After school help: teachers may choose to help students after school during their contract time (unless it is a LIF or staff meeting day).

If the academic interventions offered are not working for an individual student, a roundtable meeting will be the next step. A roundtable meeting includes the student's counselor, parents, teachers, administrators and the student (when appropriate). The purpose of the roundtable is to brainstorm the next steps to help support the individual student.

If the student continues to struggle after the roundtable, it is important to continue to contact the student's family as well as the counselor and administrator. Next steps might include external supports or a possible evaluation depending on the individual circumstance.



## **Communications**

*All staff are expected to return parent/student communication within 1 business day.*

### **Telephone**

Personal use of the telephone by staff should be kept to a minimum.

### **Voice Mail**

To facilitate communication with parents, teachers are requested to update their voice mail regularly and to check their voice mail at least once a day.

### **Mailboxes in Office**

Teachers are requested to check their mailbox before and after school. *Mailboxes are not to be used to distribute non-school related material.*

### **Email**

Email is considered a central form of communication in the Everett Public Schools. All messages on the Everett Public Schools email system are 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.

All staff are to check their email at least daily. Students should never be given teachers' password(s) to access teachers' email, Zoom, Canvas or other electronic records/resources.

Mail sent to the staff via the staff listserv (GWY.MailList) should pertain to the entire staff and be used sparingly. Also, understand that 'reply all' is rarely warranted on an all staff email.

It is a violation of the EPS board policy solicit any personal cause, business, or business services through the use of district e-mail, copy machines, or mailboxes.

### **E-mail on district computers**

E-mail is provided by the district to support the teaching, research and public service missions of the district and for the administrative functions that support this mission.

- The district e-mail system is designed for school-related purposes.
- E-mail should not be used to sell personal items or advertise non-school events.
- Employees are encouraged to check e-mail at least daily since it has become a dominant method of communication.
- District e-mail should not be used as an "opinions forum." As mentioned above, district e-mail is a public document. The general rule is: **Don't say anything on e-mail you wouldn't want everyone in the general public to read.**

- E-mail users should not give the impression they are representing, giving opinions, or otherwise making statements on behalf of the district or any school unless appropriately authorized to do so.
- Other inappropriate uses of district e-mail are:
  - 1) unauthorized solicitation of funds
  - 2) distribution of chain letters
  - 3) unauthorized sale or purchase of merchandise and services
  - 4) collection of signatures
  - 5) unauthorized membership drives
  - 6) transmission of any materials regarding political campaigns

**Q.** *Is it all right to send an e-mail to large numbers of staff members?*

**A.** Please think twice before sending a message to a group address. Ask yourself if 60 of your colleagues really need this information.

**Q.** *Is it okay to e-mail family and friends?*

**A.** It is best to limit personal communication to non-work periods.

**Q.** *Is it okay to use district e-mail to promote levies or political candidates?*

**A.** No. E-mail may not be used to support or oppose political candidates or ballot measures.

### **Public access to staff e-mail**

Almost all documents generated by school district staff on district time are public information. That means any member of the public can request and receive a copy of most e-mails. The confidentiality of electronic mail cannot be assured. It should be treated the same as a written postcard. The public can and has, requested printouts of staff e-mails related to a variety of issues. (42.17.310) The same laws that pertain to verbal public discussion of personnel and students also pertain to e-mail: such discussions are also not allowed via e-mail. Use e-mail only to say those things you would say to everyone or be willing to say if you are called to testify in a legal case.

### **E-mail etiquette**

E-mail should be treated in the same manner as a telephone call or a letter. It should be dealt with in a courteous manner that facilitates staff work. In a few extreme cases, the staff member may feel like he or she is deluged with e-mail from one person or group. This may require a different response than that given to other e-mail. Consult Matt or Liz in this circumstance.

### **Answering e-mail**

General guidelines:

- Answer e-mails from parents, especially from parents of children with whom you work directly, as promptly as possible. At Gateway, our expectation is that emails are answered within 24 hours (one business day.)
- E-mails asking for district documents or facts about district programs may fall under the State of Washington public information laws. Direct these e-mails to Mary Waggoner in EPS Communications with a brief explanation that you received this e-mail and believe it is a public information request. Communications will advise from there.

- **Be aware of *Reply Sender* vs. *Reply All* buttons. Does everyone who received the e-mail need to know your response? Most often, you will want to avoid *Reply All*.**

**Q.** *I am getting e-mails from parents and others asking me questions about district programs and staff that make me uncomfortable. Sometimes these are from parents of children I don't teach or directly work with. How do I answer?*

**A.** The message may qualify as a public information request. See the introductory paragraph of this section and follow those procedures. If it is a question/message that is not about your classroom or department or not from the parent of one of your students, there are several ways you can deal with this.

- 1) Send a message saying you do not feel comfortable responding to this type of question.
- 2) Ask the person sending the message to contact your supervisor or the appropriate central office department for the answer to his or her question, if the e-mail asks for information about a program or service.
- 3) Provide a polite reply about why you are not directly answering the question. Example: "E-mail is a wonderful way to communicate with parents about their own students and I do that regularly. Your question appears to be about \_\_\_\_\_. Our \_\_\_\_\_ department can provide that answer for you."
- 4) If the e-mail asks you to comment about another classroom and you are not comfortable answering it, an answer might be, "It would be inappropriate for me to discuss other staff or another staff member's classroom."

**Q.** *What do I do when I receive chain letters or other unsolicited e-mails?*

**A.** Do not print, forward, or originate inappropriate messages. DO NOT click any links or open any attachments! It could be a means of spreading computer viruses. Delete the message if it is not from a familiar source.

## **Controversial Materials**

EPS Policy states: "A staff member planning to use a learning resource which might possibly be questioned should notify his/her building administrator. Materials which include use of profanity and/or sexually explicit material shall be considered against criteria of literary merit, relevant curriculum objectives and the age of students in the school." [[2311P](#); see also [2331P](#) for Controversial Issues] Teachers must inform the administration and request parent approval in order to use videos not rated for a middle school audience. Have alternate equivalent assignments available for times when parents object.

## Dress Code for Students

Student dress will be regulated to preserve a beneficial learning environment and to assure the safety and wellbeing of all students. Dress that presents a health or safety hazard, damages school property, or that creates a material and substantial disruption of the educational process is prohibited under [EPS Policy 3224](#). Students will wear appropriate school attire, including shoes. Appropriate attire shall exclude any type of dress or manner of grooming which school officials reasonably believe could disrupt or interfere with the school environment, activities and/or the educational process.

Item	Guideline
Shirts/Tops	<ul style="list-style-type: none"><li>• The bottom of the shirt and the top of the pants/shorts/skirt must overlap</li><li>• Necklines must stay at or above the top of the armpit</li><li>• Strapless tops are not allowed</li></ul>
Pants/Shorts/Skirts	<ul style="list-style-type: none"><li>• Shorts and skirts must be longer than the longest finger when arms are extended down the sides</li><li>• Fabrics must be solid (not transparent or see-through)</li><li>• Must not reveal undergarments</li></ul>
Footwear	<ul style="list-style-type: none"><li>• Must have hard soles</li><li>• May not have wheels</li><li>• Slippers may not be worn to school</li></ul>
Accessories	<ul style="list-style-type: none"><li>• Bandanas, chains and spikes are not permitted</li><li>• Hats and hoods, while permitted, must not present a safety hazard.<ul style="list-style-type: none"><li>○ Staff may ask for their removal if, for example, wearing a hood would impair peripheral vision during certain PE activities or a science lab.</li><li>○ Headwear should not prevent the identification of students</li></ul></li></ul>

No clothing item may promote or reference the following:  
Alcohol, bigotry, drugs, gangs, racism, sex, suicide, tobacco, vandalism, violence and/or weapons

The above standards will be applied in a consistent and nondiscriminatory manner. Students who violate these standards will be asked to cover up and/or change and are subject to progressive discipline.

## **Duty to Report**

RCW 26A.400 now requires both certificated AND classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator. The administrator is then required to report the abuse to the proper law enforcement agency in accordance with the mandatory reporting requirements if the administrator has reasonable cause to believe the abuse or misconduct occurred. Now, school districts must, at the first opportunity, but in all cases within 48 hours of receiving a report of sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct.

It should be noted that this does not change the previous requirement of school professionals to report to the proper law enforcement agency or Child Protective Services (CPS) if the professional has reasonable cause to believe that a child has suffered abuse or neglect.

After a report is made to CPS, a written form must be filled out. See Mara for a copy of the form.

*Please see an administrator or counselor if you need support.*

## **Guest Teachers**

Guest Teachers are a critical part of the smooth operation of the education program at Gateway Middle 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.

- Each teacher will complete a substitute procedure form to be kept in the office. Location of lesson plans, class lists and other pertinent information should be clearly available.
- All staff shall maintain up-to-date rosters for each class and keep them in a place where a guest teacher can locate them easily.
- “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)
- 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 Mara Seifert.

Staff are responsible for informing the district of any absence by logging in to Frontline. Staff must log in the system personally; the office cannot call a substitute for you.

## **Keys**

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

- Always keep your building key(s) with you. Keys are never to be given to students.
- Sign a record for each key issued to you.
- In the event of a lost key, the principal should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
- Do not duplicate keys. This is a serious violation of district procedures.
- 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 Mara annually.

## **Lesson Plans**

Each teacher shall prepare daily and long-term lesson plans and shall have adequate plans for use by substitutes, including an 'emergency plan' for unexpected absences.

## **Staff Newsletter: The Sentinel**

*The Sentinel* is published on the first working day of the week. Staff members are responsible to read the newsletter carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is included. The information in *The Sentinel* is for staff only; students and parents should not have access to this information. If you must print it, keep your copies in a secure location.

## **Staff Handbook Updates/Additions**

Updates to the Staff Handbook may be made throughout the year. Please check Canvas for the latest edition. Administrative memos will also be kept on Canvas for continued reference.



## **Student Supervision**

All staff are expected to conduct all school programs and operations in a manner that recognizes the health and safety of students. Each staff member must always be in the classroom or at any other assigned station or must make sure that another teacher is temporarily in charge. Each staff member shall be alert to any physical hazards that may exist in the causalities, program or schedule of his/her school and report them to the principal. All safety rules and hygienic standards in the educational and activity programs of the school shall be enforced. Any time volunteers or aides are working with students they shall be advised of their authority to insist upon students following established rules.

- Certificated staff are expected to greet students at the door between classes. Paraeducators and admin/security staff will be in the hallways during transitions to monitor student behavior whenever possible.
- Students should not be left unattended.
- A class or group of students should be supervised by a staff member until supervision is assumed by another responsible person.
- Students should not be permitted to use equipment in the classroom which has not been approved for school use.
- Students should not be permitted to use equipment until they have received operating instructions and prescribed safety procedures.
- Students should not be permitted to work in a shop, kitchen or laboratory without qualified supervision.
- Incidents of unsafe conditions and defective equipment should be reported to the principal immediately.
- Proper safety equipment and procedures must be used wherever specified.

We have a shared responsibility to provide a safe and secure learning environment for each one of our students. School Board Policy requires that students are always supervised. Staff members are expected to take the following steps to ensure the safety of both students and staff:

- Keep the area for which you are responsible secure. Lock doors and windows when you leave the area.
- Remove coverings from windows and doors. These restrict or impede your ability to visually supervise areas in your immediate proximity.
- Be alert to potential teacher-student misconduct and potential student-student misconduct.
- All staff are encouraged to discuss concerns with administrators early BEFORE situation develops.
- Understand that you are at risk when meeting with a student or visitor alone. Have another adult or staff member present or keep doors and window coverings open. Better yet, meet in a common place like the school office or school library.
- Avoid over-involvement in students' problems. Refer students to counselors or other appropriate personnel.
- Never loan your school keys to anyone.

- Be firm and consistent in following building expectations and consequences for appropriate student behavior.
- Report anything suspicious to the building administrator.

Continue to make safety our school's highest priority. As a Gateway staff, we feel it is important for students and parents to become familiar with several key student policies that are meant to help promote a more optimal learning environment.

## **Substitute Shortage Plan**

A Grid of Teacher Availability by prep period will be utilized to equitably address sub shortages in the building that may present on any given day. Teachers will be placed in alphabetical order on the on the grid and a rotation will be put into place so that each teacher will be "called up" to take turns providing substitute services. Each teacher will be given one "pass" per semester at which time the next person on the list for that period will be given the assignment. Passes may not carry over to the next semester. When a teacher uses her/his pass, she/he will not be asked to sub until her/his name is "called up" again according to the natural progression of the rotation. At the semester, the order in the alphabet will reverse to begin with teachers from the end of the alphabet (reverse alphabetical order).

In the event that there is a sub shortage involving a teacher who is at professional development the following protocol will be used. If the teacher is engaged in building professional development the teacher will be asked to return to her/his room and to teach her/his students. If the teacher is engaged in professional development at the CRC, the building will attempt to fill the vacancy using the Grid of Teacher Availability. In the event, there are more shortages than manageable, the teachers will be asked to return from the CRC to teach in their classrooms.

Additionally, the office manager will post staff out via an email at the start of the school day. In this email, the office manager will alert staff to vacancies that are not filled along with the teacher who is filling in each period. The office manager will closely track the rotation schedule for each period as well as the date each teacher uses their pass.

## **Workday**

According to state law, district policy and as stated in the EEA Collective Bargaining Agreement [Section 9.01 A], "The normal working day for full-time employees shall be seven and one-half (7 1/2) hours, inclusive of the duty-free lunch period, as assigned by the District.

At Gateway Middle School the normal workday for certificated staff is from 7:40 am-3:10 pm, except for those days with modified work schedules or when a workday extension has been scheduled.