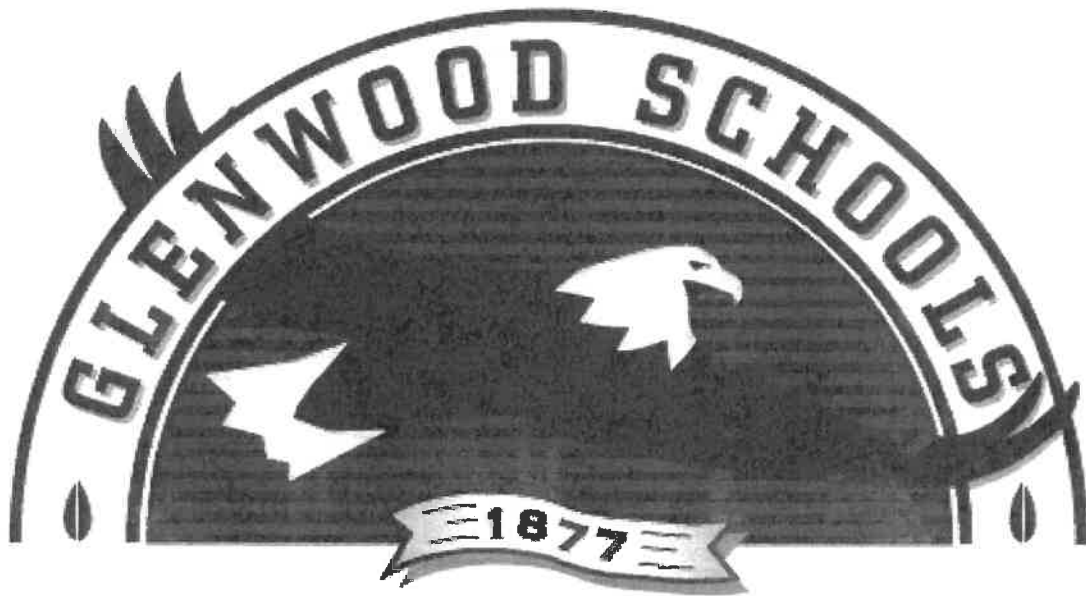


# STAFF HANDBOOK

2026 - 2027



**As used in this handbook, the term parent generally includes legal guardian or person in a parental relationship.**



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## **MISSION**

Our mission is to develop self-directed, lifelong learners empowered to participate successfully in an ever-changing society by establishing, in partnership with the community, challenging yet nurturing environments in which individual differences are respected and where every child and adult experiences the joy of learning.

## **VISION**

Community, Families, Staff, and Students collectively believe in growth not perfection. We strive to develop life-long grit and perseverance while following our passions and pathways. We invest in our own learning, developing conflict resolution skills, problem solving skills, and the belief in knowing we all belong.

## **FOCUS AREAS**

Focus Area #1: Create and sustain strong community partnerships and family involvement.

Focus Area #2: Develop and maintain a culture that includes positive student attendance, engagement, belonging, and safety.

Focus Area #3: Support each student in their journey to being highly successful through a culture of continuous improvement of teaching and learning.

# BELL SCHEDULES

## MON - FRI SCHEDULE

| <i>Secondary</i> |               | <i>Elementary</i> |               |
|------------------|---------------|-------------------|---------------|
| PERIOD 1         | 8:00 - 8:51   | BLOCK 1           | 8:00 - 8:15   |
| PERIOD 2         | 8:54 - 9:44   | BLOCK 2           | 8:15 - 9:30   |
| PERIOD 3         | 9:47 - 10:37  | RECESS            | 9:30 - 9:45   |
| PERIOD 4         | 10:40 - 11:30 | BLOCK 3           | 9:45 - 10:50  |
| LUNCH            | 11:30 - 12:00 | LUNCH             | 10:50 - 11:25 |
| PERIOD 5         | 12:03 - 12:53 | BLOCK 4           | 11:25 - 12:03 |
| PERIOD 6         | 12:56 - 1:46  | BLOCK 5           | 12:03 - 12:53 |
| PERIOD 7         | 1:49 - 2:40   | BLOCK 6           | 12:53 - 1:46  |
|                  |               | BLOCK 7           | 1:46 - 2:40   |

## AM ACTIVITY SCHEDULE

| <i>Secondary</i> |               | <i>Elementary</i> |               |
|------------------|---------------|-------------------|---------------|
| ACTIVITY         | 8:00 - 10:00  | ACTIVITY          | 8:00 - 10:00  |
| PERIOD 1         | 10:00 - 10:34 | BLOCK 1           | 10:00 - 11:12 |
| PERIOD 2         | 10:37 - 11:10 | LUNCH             | 11:12 - 11:47 |
| PERIOD 3         | 11:13 - 11:46 | BLOCK 2           | 11:47 - 12:54 |
| LUNCH            | 11:46 - 12:16 | BLOCK 3           | 12:55 - 1:28  |
| PERIOD 4         | 12:19 - 12:52 | BLOCK 4           | 1:29 - 2:40   |
| PERIOD 5         | 12:55 - 1:28  |                   |               |
| PERIOD 6         | 1:31 - 2:04   |                   |               |
| PERIOD 7         | 2:07 - 2:40   |                   |               |

## WEDNESDAY SCHEDULE

| <i>Secondary</i> |               | <i>Elementary</i> |               |
|------------------|---------------|-------------------|---------------|
| PERIOD 1         | 8:00 - 8:49   | BLOCK 1           | 8:00 - 8:15   |
| PERIOD 2         | 8:52 - 9:38   | BLOCK 2           | 8:15 - 9:30   |
| CHAR             |               |                   |               |
| STRONG           | 9:40 - 10:05  | RECESS            | 9:30 - 9:45   |
|                  | 10:08 - 10:54 |                   |               |
| PERIOD 3         | 10:57 - 11:43 | BLOCK 3           | 9:45 - 10:50  |
| PERIOD 4         | 11:43 - 12:13 | LUNCH             | 10:50 - 11:25 |
| LUNCH            | 12:16 - 1:02  | BLOCK 4           | 11:25 - 12:07 |
| PERIOD 5         | 1:05 - 1:51   | BLOCK 5           | 12:07 - 1:00  |
| PERIOD 6         | 1:54 - 2:40   | BLOCK 6           | 1:00 - 1:50   |
| PERIOD 7         |               | BLOCK 7           | 1:50 - 2:40   |

## WEDNESDAY AM ACTIVITY SCHEDULE

| <i>Secondary</i> |               | <i>Elementary</i> |               |
|------------------|---------------|-------------------|---------------|
| PERIOD 1         | 8:00 - 8:49   | BLOCK 1           | 8:00 - 8:15   |
| PERIOD 2         | 8:52 - 9:38   | BLOCK 2           | 8:15 - 9:15   |
|                  |               |                   |               |
| ACTIVITY         | 9:40 - 10:05  | RECESS            | 9:15 - 9:30   |
|                  | 10:08 - 10:54 | ACTIVITY          |               |
| PERIOD 3         | 10:57 - 11:43 | PREP              | 9:30 - 9:35   |
| PERIOD 4         | 11:43 - 12:13 | ACTIVITY          | 9:40 - 10:05  |
| LUNCH            | 12:16 - 1:02  | BLOCK 3           | 10:08 - 10:50 |
| PERIOD 5         | 1:05 - 1:51   | LUNCH             | 10:50 - 11:25 |
| PERIOD 6         | 1:54 - 2:40   | BLOCK 4           | 11:25 - 12:07 |
|                  |               | BLOCK 5           | 12:07 - 1:00  |
|                  |               | BLOCK 6           | 1:00 - 1:50   |
|                  |               | BLOCK 7           | 1:50 - 2:40   |

## HALF DAY SCHEDULE

| <i>Secondary</i> |               | <i>Elementary</i> |               |
|------------------|---------------|-------------------|---------------|
| PERIOD 1         | 8:00 - 8:28   | BLOCK 1           | 8:00 - 8:15   |
| PERIOD 2         | 8:31 - 8:58   | BLOCK 2           | 8:15 - 9:30   |
| PERIOD 3         | 9:01 - 9:28   | RECESS            | 9:30 - 9:45   |
| PERIOD 4         | 9:31 - 9:58   | BLOCK 3           | 9:45 - 10:01  |
| PERIOD 5         | 10:01 - 10:28 | BLOCK 4           | 10:01 - 10:28 |
| PERIOD 6         | 10:31 - 10:58 | BLOCK 5           | 10:28 - 11:08 |
| PERIOD 7         | 11:01 - 11:30 | LUNCH             | 11:08 - 11:43 |
| LUNCH            | 11:30 - 12:00 | BLOCK 6           | 11:43 - 12:00 |

## PM ACTIVITY SCHEDULE

| <i>Secondary</i> |               | <i>Elementary</i> |               |
|------------------|---------------|-------------------|---------------|
| PERIOD 1         | 8:00 - 8:42   | BLOCK 1           | 8:00 - 8:15   |
| PERIOD 2         | 8:45 - 9:27   | BLOCK 2           | 8:15 - 9:30   |
| PERIOD 3         | 9:30 - 10:12  | RECESS            | 9:30 - 9:45   |
| PERIOD 4         | 10:15 - 10:57 | BLOCK 3           | 9:45 - 11:00  |
| PERIOD 5         | 11:00 - 11:42 | LUNCH             | 11:00 - 11:35 |
| LUNCH            | 11:42 - 12:12 | BLOCK 4           | 11:35 - 12:15 |
| PERIOD 6         | 12:15 - 12:57 | BLOCK 5           | 12:15 - 12:57 |
| PERIOD 7         | 1:00 - 1:40   | BLOCK 6           | 12:58 - 1:40  |
| ACTIVITY         | 1:40 - 2:40   | ACTIVITY          | 1:40 - 2:40   |

# Staff Directory

## Administration

- Jerry Lewis – Superintendent
- Bev Scott – Principal

## Office Staff

- Toni Troh – Administrative Assistant
- Jaecee Hctor – Business Manager

## Buildings & Grounds Maintenance

- Darren Jones – Operations Manager

## Custodial

- Lori Avila

## Food Service

- Catie Kielman – Head Cook
- Tiana Jackson – Assistant Cook

## Paraprofessionals

- Cheyanne Jones - Elementary
- Kyann Kessinger – Preschool, Elementary, 5-7 PE & Art
- Taunie Wilson – Elementary

## Teaching Staff

- Bo Arnold – Kindergarten/Grade 1
- Mike Carr – Mathematics
- Paul Crowder – Grades 4–5
- Paul Demchuk – Grades 2–3
- Sara McFall – MS/HS Science, Health, HS PE, Culinary Arts
- Bridget McLaughlin – Counselor, Spanish
- Del Medenbach, CTE: MS Shop, Artistic Expressions, Metals, Construction, 4/5 Elementary Shop
- Aaron Oldenburg – MS/HS History & Social Studies, Journalism
- Heidi Wilson – MS/HS English, Film Appreciation, School/Community Engagement

## Transportation

- Butch Hallenbeck – Bus Driver
- Dakota Jones – Bus Driver
- Darren Jones – Sub Bus Driver
- Kyann Kessinger – Sub Bus Driver
- Rachel Throop – Sub Bus Driver

## ESD Support Services

- Robin Campbell – School Nurse
- Jake Pfeifer – Information Technology
- Special Education – Jary Snodgrass
- Mental Health Therapist – Michelle Winnward

## **ANIMALS**

### **Animals as Part of the Instructional Program – Policy 2029**

Request to include animals in the instructional program of the classroom or school shall be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff shall be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

Animals shall not be transported in a school vehicle.

Animals that are part of the instructional program shall be under the control of their adult-owner, the teacher or designated students at all times.

This policy does not apply to service animals for the disabled

### **Animals as Part of the Instructional Program – Policy 2029P**

Prior to granting or denying requests to include animals in the school's instructional program the principal shall evaluate the following issues:

There is an educational benefit to be gained by the inclusion of the animal in the instructional program.

There is an appropriate plan for the control of the animal, especially for wild or poisonous animals.

Any health concerns involving students, staff or other animals have thoroughly addressed, for instance allergies, the vaccination status of the animal, if relevant, or the transmission of disease from the animal.

The animal's health, safety and well-being have been appropriately evaluated.

Sanitary issues have been addressed, the treatment of animal wastes and personal hygiene of students or staff in contact with the animals.

## **ASSEMBLIES**

Attendance at school assemblies is required for all students and staff, as assemblies are considered part of the instructional school day. Exceptions may be approved by the building administrator.

## **FISCAL**

### **Guidelines for Employee Reimbursements**

The following must be met before reimbursement forms can be processed. Reimbursement forms must be turned in within 1 week from date of purchase. Claims turned in more than 1 week past the purchase date will not be reimbursed. Incomplete forms will delay reimbursement.

- Please print in pen (do not use pencil)
- Please enter full name and complete home address
- Attach all itemized receipts to the back of the form
- Employee claiming reimbursement and the building administrator must sign and date the form

## **Lodging**

If one pays for one's own lodging, an original itemized receipt from the hotel must be attached to the expense claim form to be reimbursed. The district will pay for rooms and tax only. Room service, entertainment, personal expenses, etc. are not reimbursable.

## **Meals**

Meals are reimbursable when the employee has incurred a meal expense under the following conditions:

1. Approved, overnight, out-of-district travel
2. Meals with meetings where:
  - A. The purpose of the meeting is to conduct official school district business, and attendance has been approved by the building administrator
  - B. The purpose of the meeting is to receive training or to provide training to school district employees, consistent with district policy
  - C. The meal is an integral part of the meeting
  - D. The building administrator or authorized designee approves payment for the meal in advance of the meeting

## **NOVA Time**

If you forget to clock in or out of NOVA Time, you will need to complete a NOVA Time Adjustment form. If NOVA Time is not working, see the office staff for support. If they are not able to correct the problem, you will need to complete a NOVA Time Adjustment form. All overtime or extra hours must be approved by the building administrator prior to working them.

## **Post Travel**

Each employee must complete an Expense Voucher Form and submit his/her own claim to the District Office within 1 week after returning from travel (one may not claim another employee's expenses.) Failure to meet the 1-week deadline will result in no reimbursement.

Original itemized receipts are required as documentation for all travel expense claims (including lodging, registration, meals, and any other expenses that provides a receipt.)

## **Purchase Orders**

The office staff will generate all purchase orders.

## **Receipt Policy**

- Itemized documentation/receipts from vendor must be attached.
- Charge card receipts are not acceptable unless they detail items purchased.
  - No personal items should be purchased on school credit cards.
- Please allow at least 3 weeks for processing.

## **Requisition Process**

The first step in ordering anything for use in the school, including travel is the submission of a requisition form. Once a completed requisition form is received by the office and signed by the business manager

and the building administrator the office staff will generate a purchase order and place the final order for the goods or services. The office staff will also make all travel arrangements. All required forms are available in the business manager's office.

The office will attempt to place orders as requested; however, substitutions may be made for economy and/or availability.

The office must receive goods before they are distributed to the person who requested the order. It is vital that the office obtain the packing slip for every shipment to the school therefore, the office will receive all items and then deliver them to the classrooms.

## **Transportation**

If all district vehicles are being used, one may use their own personal vehicle and be reimbursed for mileage. If district vehicles are available, one must use them. If one uses his/her own vehicle when district vehicles are available one will not receive reimbursement for mileage. If one is leaving early or coming home later than expected with one's own vehicle, one can only be reimbursed for mileage on the way to and from the destination, and not in between. You must have taken the defensive driving course online and have up-to-date paperwork filed in the office before driving a district vehicle.

- A. Copy of your current, unexpired driver's license
- B. Certificate of completion for 15-Passenger Van and Defensive Driving Training
- C. Abstract Release of Interest
- D. Current Driving Abstract
- E. Medical Statement
- F. Documentation showing completion of a First Aid/CPR course
- G. Disclosure Statement

Mileage for the use of one's personal vehicle is claimed on the Expense Voucher Form and will be reimbursed at the assigned Federal mileage reimbursement rate.

## **Travel Authorization and Expense Claims**

Expense claims are to be submitted within 1 week after returning from a travel. Receipts submitted outside the 1-week allotted time will not be reimbursed.

# **GENERAL INFORMATION**

## **Attendance/Lunch Count Procedure**

Secondary teachers will be expected to complete their attendance, in the Skyward system, for first period by 8:05AM, they are then expected to take attendance at the beginning of each class period daily.

Elementary teachers are expected to take attendance once daily by 8:05AM using the Skyward system.

All staff with a first period class are expected to enter their lunch count (students and adults) with their first period attendance daily in the Skyward system.

## **Celebrations**

When having a celebration in your classroom with food or treats being served be mindful of students with allergies. Students' allergies and medical conditions are shared with staff. See the students' care plan. Please make yourself familiar with each student's medical needs.

## **Defensive Driving Course**

The completion of a defensive driving course is required for anyone driving a school vehicle. This course must be completed every other year. Any personal traffic violations must be reported to Toni in the office within 3 days of the violation. All school bus driving requirements that apply are to be met as stated in WAC 392-144.

## **Faculty Workday**

The teacher's workday begins at 7:30AM and ends at 3:10PM. Faculty meetings may extend the workday periodically. Faculty members are expected to be available to assist students in their classroom from 7:30AM – 8:00AM and from 2:40PM – 3:10PM. Faculty must arrive and be prepared to begin their workday by their required start time.

## **Field Trips**

To request a field trip a Field Trip Authorization Form must be completed. You can print one of these from our webpage or pick one up in the office from Toni. Upon authorization of the field trip by the building administrator the administrative assistant will create a permission slip to be sent home and share the event with staff on their calendar. All permission slips will have a due date; it is imperative for planning that permission slips are turned back into the office by the due date.

## **Interpretation of Student Handbook**

The staff is expected to know, follow, and enforce the contents of the Student Handbook.

## **Leave Request**

In case of unexpected illness or other emergency absence, contact Toni at 509-637-3033 by 6:00AM (or if possible, the night before.) If Toni is unavailable, call Bev at 559-760-7600. It is important that you contact either Toni or Bev as soon as you know you will need a substitute. For planned absences please submit a leave request to Toni as soon in advance as possible. Communication with Bev and/or Toni regarding any non-emergency leave requests is appreciated.

## **Participation in Decision Making**

Faculty meetings will be held on Wednesday at 2:40PM in the library. These regularly scheduled faculty meetings will begin at 2:45PM, and attendance is encouraged for all staff.

## **Photocopy Machine Use**

The copier for teacher use is located in the library. If color copies are needed, or if the library copier is unavailable, the copier in the office may be used.

## **Safety**

All staff are expected to stay updated on current safety policies and procedures and to be aware of their role to keep students and other staff safe. All doors to the outside must remain locked and closed during the school day. Report any findings of unsafe working conditions or suspicious activity in the building or on the grounds to the office immediately.

## **Visiting the School**

All visitors are to report directly to the main office and check in. Parents and other interested citizens of the community are welcome to visit, but prior arrangements must be made. This procedure will help to ensure that everyone entering the school building is accounted for in case of an emergency. During the

school day, students not enrolled at Glenwood School are not permitted to be in classrooms without prior approval from the building administrator.

## INSTRUCTIONAL EXPECTATIONS

### Cursive Writing Instruction

Glenwood School recognizes cursive writing as an important literacy skill that supports students' ability to read historical and contemporary cursive text, communicate through handwritten writing, and develop a personal handwritten signature.

All English Language Arts (ELA) teachers will incorporate age-appropriate cursive writing instruction and practice into their curriculum. Instruction should provide students with opportunities to:

- Read cursive text with increasing fluency.
- Write legibly in cursive.
- Develop and consistently use a handwritten signature.
- Apply cursive writing in authentic academic tasks, when appropriate.

Teachers may determine the instructional methods and activities used to meet these expectations while ensuring that students receive regular exposure to and practice with cursive writing throughout the school year.

Cursive instruction should be developmentally appropriate and aligned with grade-level expectations. By the completion of their educational program at Glenwood School, students should be able to read cursive writing, write in cursive with reasonable legibility, and create and use a personal signature for official documents and other appropriate purposes.

### Grading Scale

This grading scale will take precedent over any other grading scale, including Running Start and online classes.

|          |                |          |               |
|----------|----------------|----------|---------------|
| A = 4.0  | 100.00 – 93.00 | C = 2.0  | 76.99 – 73.00 |
| A- = 3.7 | 92.00 – 90.00  | C- = 1.7 | 72.00 – 70.00 |
| B+ = 3.3 | 89.99 – 87.00  | D+ = 1.3 | 69.99 – 67.00 |
| B = 3.0  | 86.99 – 83.00  | D = 1.0  | 66.00 – 62.00 |
| B- = 2.7 | 82.99 – 80.00  | F – 0    | 61.99 – 00.00 |
| C+ = 2.3 | 79.99 – 77.00  |          |               |

### Secondary Course Syllabi

All middle and high school teachers will prepare a course syllabus for each class they are teaching. Each course syllabus should contain a description of the class core curriculum and supplemental curriculum if known, provide a topical overview, list the class rules, and identify the grading policy. A copy of the course syllabus must be distributed to each student and uploaded to the shared OneDrive folder provided by the building administrator no later than 2 weeks after the start of the school year.

### Student Progress

Teachers are expected to keep parents well informed of student progress. Student progress includes achievement as well as lack of progress. Teachers should contact parents by phone, email or letter and be willing to schedule parent teacher conferences during, before, and after school. **Parents shall be contacted when a student's grade is a C- or lower.** If parent/guardian notification have not occurred and been properly documented the building administrator may determine that the student receive a grade

of NC (no credit) in place of a failing grade. Students who are struggling and falling behind in any class should be brought to the attention of the counselor and the building administrator. All parent/guardian communication must be documented by the teacher using the Contact Form in Skyward.

## **MANAGEMENT AND DISCIPLINE EXPECTATIONS**

### **Class Rules**

To provide clear expectations for students each teacher will prepare and clearly post his/her class rules in their classroom.

### **Detention**

It is a commitment of the Glenwood School District to ensure safe and orderly operations of our school to maximize the learning benefit and safety of each student. Student discipline will be conducted as outlined in school board policy 3241.

If a student has a behavior infraction, a staff member will document the infraction using the Student Discipline Referral form and the parent will be contacted. The administrator will assign appropriate and progressive discipline consequences based upon the nature of the infraction and repeated offences. Offense infractions will be disciplined as appropriate up to suspension and/or expulsion.

### **Tardiness**

Teachers are responsible for submitting a referral form to the office after every 3 tardies for each class. Students need to be in their seat and ready to work when the bell rings.

## **NONDISCRIMINATION AND SEXUAL HARASSMENT**

### **Sexual Harassment**

#### **COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's building administrator or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator who is listed below. This is often the fastest way to revolve your concerns.

### **Discrimination**

Glenwood School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Bev Scott, Principal, PO Box 12, Glenwood, WA 98619, (509) 364-3438  
[bev.scott@glenwoodsd.org](mailto:bev.scott@glenwoodsd.org)

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint. For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: [www.glenwoodsd.org](http://www.glenwoodsd.org)

## **Harassment, Intimidation, and Bullying (HIB) Policies and Procedures**

All staff members are expected to be familiar with and follow the policies and procedures contained in the Student Handbook, including the district's Harassment, Intimidation, and Bullying (HIB) policies and procedures. These materials are not duplicated in the Staff Handbook. Policies and handbooks will be available on the district website as they are posted. Until then, staff have received a copy of the Student Handbook. Staff may also request a personal copy of the HIB policies from the Office.

## **Nondiscrimination and Affirmative Action – Policy 5010**

### **Nondiscrimination**

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The board shall designate a staff member to serve as the Compliance officer.

### **Affirmative Action**

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action shall include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action shall also include recruitment, selection, training, education and other programs.

The superintendent shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, person with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy shall be reported annually to the board.

### **Employment of Persons With Disabilities**

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions shall prevail:

- A. No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination, and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.
- B. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
  - 1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
  - 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

- C. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the District will not use such test or criteria if alternative test or criteria (that do not screen out persons with disabilities) are available:
- D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

### **Nondiscrimination for Military Service**

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes in initial employment, retention in employment, promotion, or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

## **Procedure – Nondiscrimination and Affirmative Action – Policy 5010P**

### **Nondiscrimination**

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "grievance" will mean a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. A "complaint" will mean a charge alleging specific acts, conditions or circumstances which are in violation of the anti-discrimination laws. A "respondent" will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint to this, and the following steps will be taken:

### **Affirmative Action Plan**

In order to secure an equitable solution to a justifiable complaint the district will:

- A. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, persons with disabilities, racial and ethnic minorities, women and Vietnam veterans in the various job categories.
- B. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district will continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.
- C. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district will continue to use aged, persons with disabilities, racial and ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff will be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district's work force. Recruitment from colleges and universities will include institutions with high percentages of students of various ethnic minorities.
- D. Contract and purchase all goods and services from persons, agencies, vendors, contractors and organizations who comply with the appropriate laws and executive orders regarding discrimination.
- E. Take appropriate action to attract and retain aged, persons with disabilities, racial and ethnic minorities, women and Vietnam Veterans at all levels and in all segments of the district's work force. Criteria for selecting staff will be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law, there will be no preferential employment practices based on race or gender.
- F. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

Implementation of the affirmative action plan will be the responsibility of the superintendent. Administrators will assist in the attainment of the established goals and purposes of this affirmative action plan.

### **Dissemination**

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan. Affirmative action information will be disseminated by:

- A. Printing and distributing such information to staff, school libraries and offices;
- B. Publicizing such information in district newsletters;
- C. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
- D. Conducting faculty meetings and meetings with classified staff;

- E. Informing appropriate and interested recruiting and hiring sources; and
- F. Informing all representative staff groups in the district.

### **Male/Female Balance and Staff Goals**

The profile of the district's current utilization of women is set forth in the Affirmative Action Plan. By the commencement of the 2045 school year, the district will strive to achieve a rate of employment in regard to sex at least equivalent to the goals set forth in the Affirmative Action Plan. The district will see that measurable efforts are made in the utilization of women for higher levels of responsibility in both certificated and classified positions. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, school, and level of operations. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

### **Administrators**

**Goal:** To place females in administrative positions

**Objectives:** To place females in principal and assistant principal positions as they occur and trained women are available, without using preferential employment practices.

To identify qualified potential candidates from outside the district for consideration for future openings.

#### **A. Principals and Assistant Principals**

**Goal:** To place females in principal positions.

**Objective:** To place females in principal and assistant principal positions as they occur and trained women are available, without using preferential employment practices.

#### **B. Teachers, Elementary or grades K-8**

**Goal:** To provide each student with the opportunity to experience both male and female homeroom teachers during the primary as well as the intermediate grades.

**Objectives:** To achieve a staff which falls within a range of 50% men and/or women in the primary as well as the intermediate grades at each school, without using preferential employment practices.

#### **C. Teacher, Secondary or grades 9-12**

**Goal:** To provide students with the opportunity to work with male and female staff in both curricular and extracurricular activities.

**Objective:** To maintain staff which falls within the range of 50% men and/or women for classroom teachers and activity supervisors, without using preferential employment practices.

#### **D. Support Staff – Certificated and Classified**

**Objective:** To achieve a staff which falls within a range of 50% men and/or women, without using preferential employment practices.

### **Racial and Ethnic Minority Balance and Staff Goals**

The profiles of the district's current student ethnic minority population and the district's current ethnic minorities (American Indian/Native American, Asian, Black, and Hispanic) are set forth in the Affirmative Action Plan. By the commencement of 2043 school year the district will strive to achieve a rate of employment for ethnic minorities in both certificated and classified areas as indicated in this plan,

without using preferential employment practices. These goals are a utilization level for certificated staff, at least equal to the percentage of ethnic minority student enrollment within the district; for classified staff a utilization level of at least 25%, a figure based upon relevant availability figures in the Klickitat County statistical area. Final and interim goals are set out in the Affirmative Action Plan. The district will see that measurable efforts are made in the utilization of ethnic minorities for higher levels of responsibility in both certificated and classified positions, without using preferential employment practices. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

**A. Administrators**

**Goal:** To place ethnic minorities in administrative positions, without using preferential employment practices.

**Objectives:** To place ethnic minorities in administrative positions as they become available to progress towards the percentage of ethnic minorities in the current ethnic minority student enrollment.

To identify qualified potential candidates from outside the district for consideration for future openings.

**B. Principals and Assistant Principals**

**Goal:** To place ethnic minorities in principal positions.

**Objective:** To place ethnic minorities in principal and assistant principal positions as they occur and trained applicants are available, without using preferential employment practices.

**C. Teachers: Elementary or grades K-8**

**Goal:** To provide each student with the opportunity to experience ethnic minority homeroom teachers during the primary as well as the intermediate grades, without using preferential employment practices.

**Objective:** To achieve a staff of primary and intermediate teachers in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment.

**D. Teachers: Secondary or grades 9-12**

**Goal:** To provide students with the opportunity to work with ethnic minority staff in both curricular and extracurricular activities.

**Objective:** To maintain a staff of classroom teachers and activity supervisors in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

**E. Support Staff – Certificated and Classified**

**Objective:** To achieve a staff of certificated and classified support staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

**Internal Audit And Monitoring System**

The superintendent's office, in compliance with WAC 162-12, Pre-employment Inquiry Guide, will record applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations by age, race, sex, and other protected status. An analysis will be made of the internal and external work force availability of racial and ethnic minorities and women.

The district will evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board semiannually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office. The duties include:

- A. Analysis of the categories of employment in relation to affirmative action goals;
- B. Analysis of work force data and applicant flow;
- C. Maintaining records relative to affirmative action information;
- D. Preparation of semiannual reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
- E. Identifying in a written report to the superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program; and
- E. Keeping the superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

### **Grievance Procedure**

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures.

- A. **Grievance** means a complaint, which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.
- B. **Complaint** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- C. **Respondent** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this procedure and from retaliating against an individual for filing such a grievance.

#### **A. Informal Process for Resolution**

When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances, which gave rise to the problem. The staff

member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the district will notify complainant of their right to file a formal complaint.

## **B. Formal Process for Resolution**

### **Level One: Complaint to District**

The complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

### **Level Two - Appeal to Board of Directors**

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may file a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response. The board will schedule a hearing to commence by the twentieth (20) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony, as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of

the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Office of Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of Superintendent of Public Instruction.

### **Level Three - Complaint to the Superintendent of Public Instruction**

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Office of Superintendent of Public Instruction.

1. A complaint must be received by the Office of Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Office of Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

### **Level Four - Administrative Hearing**

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

### **C. Mediation**

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator.

Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant, and a district representative who has authority to bind the district.

### **D. Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the district compliance officer for a period of 6 years.

## **Sexual Harassment of District Staff Prohibited – Policy 5011**

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

### **Definitions**

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's employment performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;

- sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

### **Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Staff Responsibilities**

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district’s Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

### **Notice and Training**

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

### **Policy Review**

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review process.

## **Sexual Harassment of District Staff Prohibited – Procedure 5011P**

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

### **Notice**

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook.

In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at 320 Bunnell Street, Glenwood, WA 98619

### **Staff Responsibilities**

In the event of an alleged sexual assault, the school principal will immediately inform: (1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own complaint procedures; and (2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

### **Confidentiality**

If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the superintendent for evaluation. The superintendent should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

### **Retaliation**

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to Superintendent. Additionally, staff will also inform an appropriate supervisor or professional staff member when they received complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant.
- Developing a safety plan;
- Separating staff person; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent or guardian, or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## **Formal Complaint Process**

### **Level One - Complaint to District**

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

#### **Filing of Complaint**

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the Title IX Coordinator, Superintendent at 320 Bunnell Street Glenwood, WA 98619; 509-364-3438. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

#### **Investigation and Response**

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

#### **Superintendent Response**

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the

time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed ; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## **Level Two - Appeal to Board of Directors**

### **Notice of Appeal and Hearing**

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

### **Decision**

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.

- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Right Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

## **Level Three - Complaint to the Superintendent of Public Instruction**

### **Filing of Complaint**

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

### **Investigation, Determination and Corrective Action**

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

## Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

### Other Complaint Options

#### *Office for Civil Rights (OCR), U.S. Department of Education*

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

#### *Washington State Human Rights Commission (WSHRC)*

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

### Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

### Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

### **Policy and Procedure Review**

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, and recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

## **PERSONAL ELECTRONIC DEVICES (PED)**

### **Policy Enforcement and Required Referrals**

All staff members are responsible for the consistent enforcement of the District's Personal Electronic Devices (PED) policy. Any violation of the PED policy observed by a staff member must be addressed and documented through the established *referral process*.

Uniform enforcement is essential to maintaining a positive learning environment and ensuring fairness for all students. Staff members are expected to apply the policy consistently across classrooms, activities, and school settings. Failure to address known violations undermines the effectiveness of the policy and creates inconsistent expectations for students. Exceptions to the PED policy may only be authorized by a building administrator and must be tied to a specific instructional purpose or educational objective. Staff members may NOT independently grant exceptions to the policy.

Enforcement of the PED policy is a shared *professional responsibility* of all staff.

## PLANNING

### Curriculum Map

To make learning more visible throughout Glenwood School, teaching staff will use the Curriculum Map document as a tool for sharing classroom learning with school leadership, identifying opportunities for classroom visits, and documenting student achievement, instructional practices, family engagement, and advisory/counseling efforts. The document will also support ongoing communication with the superintendent and school board. Learning targets are to be entered one week in advance and submitted by the Friday before the upcoming week. Weekly summaries should be completed each week at a time that works best within your schedule. Staff will receive additional guidance and expectations during in-service training.

The Curriculum Map can be accessed at: <https://tinyurl.com/GlenwoodCurriculumMap>

### Grade Books

All teachers in grade K-12 must keep a grade book showing calculations for the grade received. For teachers in grades 4<sup>th</sup> – 12<sup>th</sup> creating assignments in Skyward that calculate into a term grade is acceptable to meet this requirement. Teachers in grades K-3<sup>rd</sup> will need to keep a handwritten or computerized gradebook with daily assignments that can be calculated into a term grade. Documentation must be available to show how a grade given was determined.

### Lesson Planning

Lesson planning should be designed to take full advantage of instructional periods and entered into the Curriculum Map document. Sufficient instruction, modeling, and guided practice must be provided to ensure that all students can access grade-level standards. All lessons should be student-centered, include scaffolding embedded, and correlated to Washington Common Core Standards and/or Next Generation Science Standards.

Lesson plans should be accessible and clearly identified for substitutes.

### Planning Time

Planning time is provided to develop lesson plans, hold parent/teacher conferences, assist individual students, and work professionally with colleagues. Working collaboratively with a fellow staff member to develop a unit of instruction across subject areas is encouraged.

## PROFESSIONAL EXPECTATIONS

### Dress Code

We as a staff need to hold ourselves to a higher standard than the students. Staff who attend school with unsuitable dress will be given a reasonable opportunity to correct the problem, if the problem persists, disciplinary action may be necessary. The dress code for staff needs to be neat, clean and professional.

The following are general guidelines of inappropriate dress. Staff shall not be regulated except in the following instances:

- A. The staff's dress or appearance creates a material and substantial disruption of the educational process at the school.

- B. Clothing that advertises drugs, alcohol, tobacco products, violence, or uses profanity, or is gang related.
- C. Sexually suggestive or supportive clothing including halter tops, spaghetti strap tops, sport bras, or shirts that reveal your chest, cleavage, or midriff. Undergarments must not be visible.
- D. Pants or shorts worn below the waistline or that show your undergarments.
- E. Any other clothing item or personal property deemed disruptive and/or unsafe by the building administrator.
- F. Dress or skirts must extend closer to the knee than the hip.
- G. Sleeveless shirts or blouses may not expose the torso more than 2 inches below the underarm.
- H. No workout wear is to be worn, except those teaching physical education. Leggings may be worn as part of professional attire; however, they must be paired with a top, tunic, sweater, or dress that extends to at least mid-thigh.

## **Grading**

Grades need to be entered into the gradebook in Skyward by the end of the last working day of each week, allowing the students and parents to be aware of their grade status. Report cards will be sent home at the conclusion of each grading term.

## **Harassment**

Harassment and/or bullying of any kind are not tolerated in the Glenwood School District. It is the responsibility of the staff to discourage and report incidents of harassment/bullying.

## **Meal Charge Policy**

Unpaid meal charges place a financial strain on the school district and the food service department.

Meal statements will be sent out at the end of every grading term, but payments may be made at any time in the school office. Meal charges should be paid in full before your last day of the school year.

Unpaid meal charges will be carried over at the end of the school year as a delinquent debt and collection efforts will continue into the new school year. If you start the new school year with a balance due on your meal account you will need to provide an alternative meal for yourself, until your account is paid in full.

Please bring a sack lunch as this includes no additional charging of meals, ala carte items, or milk.

## **Professional Behavior**

Professional behavior is expected from all members of the faculty. If there is a concern about a student or a staff member, the concern should be conveyed in private.

Bring all compliments, criticism, and complaints directly to the attention of the individual teacher, administrator, or parents in question. Trust the professionalism, strength, and integrity of our co-workers to deal with problems and concerns. Keep criticism and complaints within the school – not in the community. Trust and support are the foundation of a good working relationship.

## **Student Advocacy**

All staff members are expected to always advocate for the best interests of all students. When students need assistance, the administrator expects that extra help or resources will be sought. Normally this is done by making a referral to the counselor.

# **STAFF COMPLAINTS**

## **Resolution of Staff Complaints – Policy 5270**

The board recognizes the importance of establishing reasonable and effective means for resolving difficulties which may arise among staff, to reduce potential areas of grievances and to establish and maintain recognized two-way channels of communication between supervisory personnel and staff.

Staff may use the administrative procedures to allege a violation of existing district policies or procedures that has directly aggrieved them. The procedures are established to provide a proper and equitable solution to a complaint at the lowest possible supervisory level and to facilitate an orderly procedure within which solutions may be pursued. A complaint shall mean a written claim by a staff member that alleges a violation of existing district policies or procedures that has directly aggrieved them.

## **Resolution of Staff Complaints – Policy 5270P**

The following procedure has been established for resolving a written complaint filed by a member of the staff:

### **Step One**

The staff member will present the complaint in writing to his/her immediate supervisor within 15 calendar days of the action or incident that gave rise to the complaint. The written statement of the complaint will contain:

- A. The facts upon which the complaint is based as the staff member who is filing the complaint sees them;
- B. A reference to the policies/procedures of the district which have allegedly been violated; and
- C. The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the staff member will discuss this complaint with his/her immediate supervisor. If the complaint is against an administrator or another staff member, such individual may be present at the meeting to present the facts as he/she sees them. A sincere effort will be made to resolve the complaint at this level. If the aggrieved person does not appeal the complaint to the superintendent/designee in writing within 10 calendar days of the aggrieved person's meeting with his/her immediate supervisor, the complaint will be waived.

### **Step Two**

The superintendent/designee will, within 10 calendar days of the receipt of the complainant's written appeal, meet with that staff member to hear his/her claim. If the complaint is against an administrator or another staff member, such individual may be present at the hearing to present the facts as he/she sees them.

The superintendent/designee will render a decision regarding the appeal within 10 calendar days of the aggrieved person's meeting with the superintendent/designee. If the complainant does not appeal the

superintendent/designee's decision in writing to the board through the superintendent/designee within 10 calendar days, the complaint will be waived.

### **Step Three**

If the complainant properly appeals his/her complaint to the board as provided, the board will hold a hearing to hear the appeal of the superintendent/designee's decision. At the appeal before the board, the complainant may be accompanied by counsel if the complainant wishes. If administrators or other staff are involved, they may be present at the hearing to present the facts as they see them. The board will, within 15 calendar days of the complaint hearing, present its decision with respect to the complaint. The board's decision will be considered final.