



# **2020-2021 Employee Handbook**

## OUR VISION

The vision of the San Juan Island School District is that our students will be prepared for life's challenges, to be productive citizens, and to be critical thinkers who are happy, healthy and compassionate.

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## DISTRICT MISSION & VISION

### **Mission**

The mission of the San Juan Island School District is to promote excellence through high expectations, superior instruction and academic content that is challenging and relevant; and to engage every student every day.

### **Vision**

The vision of the San Juan Island School District is that our students will be prepared for life's challenges, to be productive citizens, and to be critical thinkers who are happy, healthy and compassionate.

## OVERVIEW

Welcome to the new school year of the San Juan Island School District! This Employee Handbook has been developed to provide all personnel with a clear understanding of responsibilities of all employees, as well as resources and information to help navigate employment within the school district.

This handbook is also available online via the district website via [Departments | Staff](#) at <https://www.sjisd.wednet.edu/Page/190>.

This handbook contains general guidelines only. The provisions herein may be amended or exceptions to them made by the Human Resources Department. This handbook is not intended as, nor should it be construed to create, terms of an express or implied contract of employment at San Juan Island School District or any type of promise or guarantee of specific treatment in a specific situation. The District reserves the right, in its sole discretion, to amend, modify, or discontinue its use of the handbook or its provisions without prior notice, notwithstanding any person's acts, omissions or statements to the contrary.

You will find a signature page at the back of this handbook. Please sign to acknowledge your receipt and understanding of the content of therein.

We hope the information provided is clear and accessible and encourage staff to provide suggestions for improvement by sending email to [hrrmailbox@sjisd.org](mailto:hrrmailbox@sjisd.org).

Thank you!

## GENERAL INFORMATION

### ABOUT SAN JUAN ISLAND SCHOOL DISTRICT

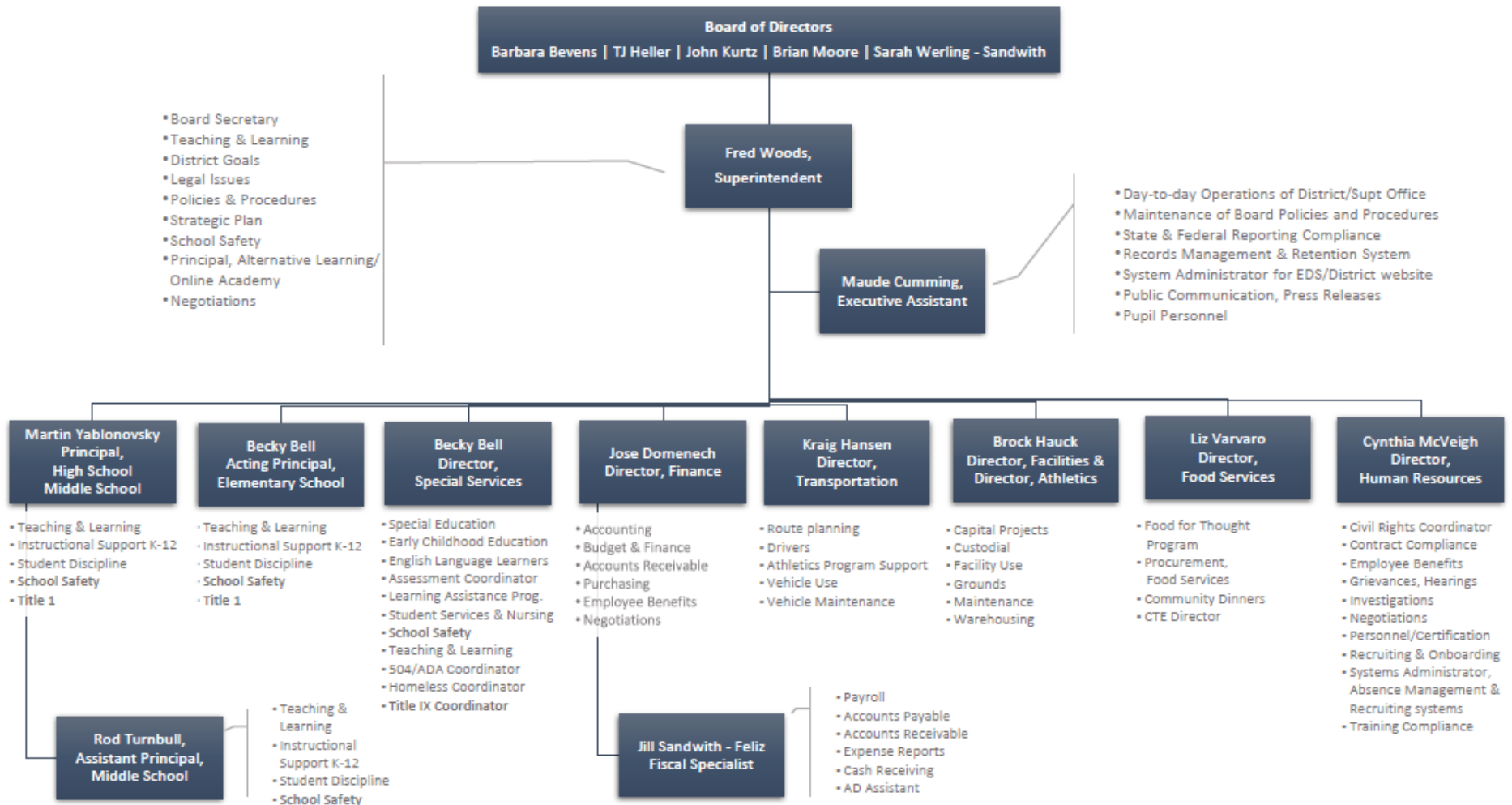
San Juan Island School District, with the hard work and dedication of approximately 117 certificated, classified and administrative staff, serves over 750 students with an elementary school and a second campus encompassing a middle school, high school and alternative program. The schools are unique learning communities with growing economic and ethnic diversity. Students are encouraged to reach their highest potential in academics, athletics, and the arts. The district is noted for high levels of parent and community involvement, low staff turnover, and strong voter support for levy and bond measures.

### SCHOOL BOARD

An elected Board of five board members governs the San Juan Island School District. Board Members are elected to 4-year terms. Board meetings are held monthly. A directory of Board members, Board Meeting Agendas, Minutes and related materials are available online on the district website <https://www.sjisd.wednet.edu/domain/331> under the 'About' menu.

# ORGANIZATIONAL CHART

## SAN JUAN ISLAND SCHOOL DISTRICT ORGANIZATION CHART: 2020-21



## NON-DISCRIMINATION

**Our District commitment to non-discrimination:** San Juan Island School District does not discriminate in any programs, activities or employment opportunities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or 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 has been designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance Coordinator, Cynthia McVeigh [cynthiamcveigh@sjisd.org](mailto:cynthiamcveigh@sjisd.org), Title IX Coordinator, Becky Mudd Bell, [beckybell@sjisd.org](mailto:beckybell@sjisd.org) and Section 504 Coordinator: Becky Bell, (360) 378-4133, [beckybell@sjisd.org](mailto:beckybell@sjisd.org), PO Box 458, Friday Harbor, WA 98250.

### Nondiscrimination Program Officers

#### CIVIL RIGHTS COMPLIANCE COORDINATOR

- **Cynthia Luna McVeigh, Human Resources Director**  
PO Box 458  
Friday Harbor, WA 98250  
(360) 370-7904  
[cynthiamcveigh@sjisd.org](mailto:cynthiamcveigh@sjisd.org)

#### TITLE IX OFFICER

- **Becky Mudd Bell**  
PO Box 458  
Friday Harbor, WA  
(360) 370-7911  
[beckybell@sjisd.org](mailto:beckybell@sjisd.org)

#### 504 OFFICER, ADA COORDINATOR

- **Becky Mudd Bell, Special Services Director**  
PO Box 458  
Friday Harbor, WA 98250  
(360) 370-7911  
[beckybell@sjisd.org](mailto:beckybell@sjisd.org)

### Homeless Liaisons

The District is committed to improving educational outcomes for homeless students through increased identification services, in-school supports, and housing stability. The following people have been designated to handle inquiries regarding homeless students:

#### DISTRICT WIDE HOMELESS LIAISON:

- **Becky Mudd Bell, Special Services Director**  
PO Box 458  
Friday Harbor, WA 98250  
(360) 370-7911  
[beckybell@sjisd.org](mailto:beckybell@sjisd.org)

#### HIGH SCHOOL HOMELESS LIAISON:

- **Gordy Waite, School Counselor**  
PO Box 458

Friday Harbor, WA 98250  
(360) 378-5215  
[gordonwaite@sjisd.org](mailto:gordonwaite@sjisd.org)

**MIDDLE SCHOOL HOMELESS LIAISON:**

- **Amara Zee, School Counselor**  
PO Box 458  
Friday Harbor, WA 98250  
(360) 378-5214  
[amarazee@sjisd.org](mailto:amarazee@sjisd.org)

**ELEMENTARY SCHOOL HOMELESS LIAISON:**

- **Terra Holmgren, School Counselor**  
PO Box 458  
Friday Harbor, WA 98250  
(360) 378-5209  
[terraholmgren@sjisd.org](mailto:terraholmgren@sjisd.org)



## Important Numbers

<b>DISTRICT OFFICE   285 Blair Ave   360-378-4133</b>			
	Fred Woods	Superintendent	360-370-7999
	Becky Mudd Bell	Special Services Director	360-370-7911
	Maude Cumming	Exec. Assistant to the Superintendent	360-370-7901
	Jose Domenech	Fiscal Director	360-370-7908
	Cynthia Luna McVeigh	Human Resources Director	360-370-7904
	Jill Sandwith Feliz	Fiscal Specialist, Athletic Director Assistant	360-370-7910
	Kraig Hansen	Transportation Director	360-370-7907
	Brock Hauck	Maintenance & Facilities Director, Athletic Director	360-370-7105
<b>HIGH SCHOOL   45 Blair Ave   360-378-5215</b>			
	Martin Yablonovsky	Principal	360-370-7199
	Jannet Ortiz	Office Manager & Registrar	360-370-7102
	Tammy Anderson	Secretary	360-370-7110
	Liz Varvaro	Food Services Director	360-370-7106
	Gordy Waite	Counselor	360-370-7132
<b>MIDDLE SCHOOL   85 Blair Ave   360-378-5214</b>			
	Martin Yablonovsky	Principal	360-370-7199
	Rod Turnbull	Assistant Principal	360-370-7299
	Binney Haenel	Office Manager	360-370-7201
	Amara Zee	Counselor	360-370-7235
<b>ELEMENTARY SCHOOL   95 Grove St   360-378-5209</b>			
	Becky Bell	Acting Principal	360-370-7399
	Susan Stehn	Office Manager & CEDARS Data Admin	360-370-7301
	Jill Peacock	Secretary	360-370-7302
	Rachel Carney	School Psychologist	360-370-7307
<b>GRIFFIN BAY SCHOOL   85 Blair Ave   360-378-3292</b>			
	Fred Woods	Principal	360-370-7905
	Connie Domenech	Office Manager	360-370-7801
	Erin Bristow	Teacher	360-370-7212
	Ben Troutman	Teacher	360-370-7802
<b>TECHNICAL SERVICES</b>			
	Kevin Cooper	IT Director	360-370-7137
	Ray Adams	Help Desk Technician	360-370-7350
	Deb Nickelson	IT Services Lead	360-370-7137
	Help Ticket	<a href="http://helpdesk.sjisd.org/">http://helpdesk.sjisd.org/</a>	

## COLLECTIVE BARGAINING GROUPS

**Certificated Employees:** Certificated Employees are represented by the San Juan Education Association (SJEA).

SJEA Officer:

Christy Putney, Co-President

Kim Warin, Co-President

Amy Hull, Vice President

Kristy Raichlen, Secretary/Treasurer

The SJISD : SJEA Collective Bargaining Agreement is available via the Staff page of the district website at <https://www.sjisd.wednet.edu/Page/200>.

**Classified Employees:** Classified Employees are represented by Public School Employees of Washington (PSE)/ SEIU Local 1948.

PSE Officers:

Deb Nickelson, President

The SJISD : PSE Collective Bargaining Agreement is available via the Staff page of the district website at <https://www.sjisd.wednet.edu/Page/200>.

## CERTIFICATED PERSONNEL INFORMATION

**Contracts:** Contracts for all certificated staff will be issued to reflect your salary schedule placement. Contracts reflect the official transcripts and verification of employment records on file in the District Office from the previous school year. Any additional credits obtained after that period will be updated in October and reflected retroactively in the October paycheck (If received by October 15). Certificated staff members are responsible for ensuring this data is sent by the appropriate university or school district in a timely fashion. If you have questions regarding your credits and experience currently on file, contact Human Resources. The contract reflects your placement on the salary schedule.

### Salary Schedule Placement

Changes in placement on the salary schedule may occur for the following reasons:

- Increase in post-BA credits
- Change in degree
- Change in experience

### Requirements

- **Quarter or semester credits** must be 100 level or higher and from an accredited four year college or university. Three quarter credits equal two semester credits, or one semester credit is worth one and a half times a quarter credit.
- **Clock hour** documentation must be from an approved Washington State provider such as an ESD, school district, etc. (Out of state clock hours are not acceptable.) Ten clock hours equal one quarter credit. Click here for list of OSPI approved clock hour providers: <https://www.k12.wa.us/educator-support/continuing-education-clock-hours/approved-providers>
- Credits and clock hours must meet at least one of the six criteria set forth by Washington state legislators. See [Board Policy 5310](#), Compensation Schedules (summarized in this booklet) for details.

**Transcripts:** Official transcripts in electronic or paper form are required. Copies are not acceptable. The employee must order their transcripts and have them sent to the SJISD Human Resources office.

### Important Deadlines

All deadlines for Certificated Staff are charted on an online timeline located at [Departments > Human Resources > Important Deadlines](#). The full URL is <https://www.sjisd.org/Page/2074>. A few key deadlines are highlighted below:

- **September 30** - Course work must be completed on or before this date.
- **October 15** - Deadline for documentation of transcripts, credit approval forms, and continuing certification. (May be extended by superintendent due to extenuating circumstances.)
- **October 15** - Deadline for **new teachers** to provide documentation of prior experience and/or original academic credits. Failure to do so shall result in placement of step one/column one for the first payroll. Pay will be adjusted retroactively if placement was based on copies that were not followed by originals by this date.
- **February 1**: Deadline for \$500.00 stipend for early notification of retirement/resignation.

## CLASSIFIED PERSONNEL INFORMATION

Classified staff will receive two copies of their annual report by Nov 15th of each school year. One copy is kept by the employee for their records, and one copy must be **signed and returned to the Human Resources Office within 10 days of receipt**.

Please review the annual report carefully and note any corrections that need to be made. If you have any questions, please call the HR at (360) 370-7904.

## SALARY SCHEDULES

Salary Schedules for both Classified and Certificated employees are available in their respective Collective Bargaining Agreements (CBA). Both CBA's are posted online on the district website via the **Departments** | [Staff](#) menu as well as via **Departments** | [Human Resources](#) | [Salary Schedules](#).

## PAYROLL

**Payday:** Payroll is generated once a month and falls on the last banking day of each month.

**12-Month Payroll:** All Classified and Certificated staff are paid over 12-months, September 1 to August 31. All administrative staff are paid over 12 months, July 1 to June 30. Monthly pay is 1/12<sup>th</sup> of total contract pay, or fraction thereof.

**Electronic Deposit:** All paychecks for employees are deposited electronically. Deposits are made into employees' accounts by 10 a.m. on the last banking day of each month. In order to set up electronic depositing for an employee, the district office needs a voided check from the employee's checking account. Be sure to let the district office know prior to the 10th of the month if you change banks and/or accounts to allow for necessary processing.

**Predicted Payroll:** We assume that you will work your regular schedule. Any adjustments required (sick days, personal leave, unpaid leave, extra pay, overtime) are made in the following month's paycheck. (For example, if you took a day of unpaid leave in November, this would be deducted from your December paycheck.) Any overtime and/or comp time requires prior approval of your supervisor.

**Substitutes, Extra Hours Pay and Overtime Pay:** All of these are paid one month out, i.e. hours worked in September will be paid at the end of October.

**Timesheets:** All classified personnel and substitutes must complete a timesheet and turn it in to the school office by the **1st working day of the following month**, including any variances – additions or subtractions to regularly scheduled time - worked during the month.

**Skyward - Employee Access Information:** In lieu of a paycheck stub, payroll information is available online **Departments** | [Staff](#) | [Skyward](#) and includes the following data:

- ✓ Pay description and detailed pay calculations.
- ✓ Gross wages and net wages for pay period as well as year to date
- ✓ Employee deductions - items that are paid by you and deducted from your paycheck. (i.e., taxes, retirement, union dues)
- ✓ Employer contributions - Benefits and any other items that are paid by the school district. (These are not deductions from your paycheck)
- ✓ Leave balance - is located under the Employee Access "Time Off" tab.

**Optional Payroll Deductions:** Employees can set up automatic deductions from their paychecks for the following:

- ✓ Annuities
- ✓ Credit Unions
- ✓ Disability Insurance
- ✓ Section 125
- ✓ United Way
- ✓ WA State Deferred Comp
- ✓ San Juan Fitness Center

**Questions about payroll?** Call Jill Sandwith Feliz (360) 370-7910 or e-mail: [jilliansandwith@sjisd.org](mailto:jilliansandwith@sjisd.org).

## EMPLOYEE BENEFITS

### SEBB Benefits Highlights

- **SEBB Introduction:** January 1, 2020 all medical, vision, dental plans are administered by the School Employee Benefits Board (SEBB) under the authority of the Washington State Health Care Authority (HCA), SEBB Open Enrollment is from 10/1 through 11/15. The SEBB benefit year is January 1 to December 31.
- **Eligibility:** Employees and substitutes are SEBB eligible if they are anticipated to work at least 630 hours in the school year, which is 3.5 hours/day or 17.5 hours/week or 70 hours/month.
  - Each employee will be notified as to his or her eligibility.
  - Hours worked by employees and substitutes who are *not* anticipated to work 630 hours will be monitored throughout the school year. Should such an employee or substitute reach 630 hours within the year, he or she will become eligible for benefits from the date 630 hours has been reached to the end of that school year.
- **SEBB My Account:** All covered employees will create an account in SEBB My Account, an online portal through which all enrollments, verifications, attestations, authorized changes, etc will be managed.
- **DEPENDENT VERIFICATION IS MANDATORY.** Verifications will be uploaded via MySEBB.
- **Provider:** San Juan County has one provider, Uniform Medical Plan (UMP) with three medical plans to choose from.
- **Premiums:** Will be determined by plan selection, e.g., employee, spouse, family, etc.
- **Other coverage:** Includes \$35,000 life insurance and long term disability insurance. Additional optional coverage will be available. Dental, Vision, Basic Life and AD&D, and basic long term disability are mandatory at no cost to the employee.
- **FSA:** Flex Spending Account will be offered.
- **Optional Benefits:** Under SEBB program, school district offerings of optional benefits are limited.

- **Benefits Fairs:**
  - Under SEBB, school districts will not have an onsite benefits fairs. SEBB offers benefit fairs virutally, and will announce their schedule prior to open enrollment each Fall.
  - An Interactive virtual tool named “Alex” is available to employees on to assist with plan selection.
- **Additional information is posted on the [SEBB website FAQs](#).**
- Links and information regarding **SEBB detail specific to San Juan Island School District** are hosted on the HR Website Benefits page at this [link: https://www.sjisd.wednet.edu/Page/198](https://www.sjisd.wednet.edu/Page/198)

## EMPLOYEE TRAVEL

### Procedures for Travel Request (Reference Board Policy [6213 Reimbursement for Travel Expenses](#), Procedure [6213P - Reimbursement For Travel Expenses](#), Form.)

All personnel will use the [Travel Request Form](#) to request permission to travel out of the District. Travel Request Forms approved by the supervisor is forwarded to the Superintendent's office for final approval, which is dependent on the availability of funds in the appropriate budget and the appropriateness of the request. The [Travel Request Form](#) is available on the district website under the Families menu.

#### Please note the following rules and guidelines for travel reimbursement:

- A. The *Travel Request Form* is to be completed by the individual requesting travel and submitted to his/her supervisor for approval **at least two weeks prior to the anticipated travel**.
- B. All travel requests must be first approved by your immediate supervisor. The supervisor will identify the specific budget to charge the travel expenditure.
- C. All claims for expenses, within the limits allowed, must be submitted within thirty (30) days of activity on the expense reimbursement form.
- D. Reimbursement is issued only when proper receipts and an internet-generated map, such as MapQuest or Google maps, showing mileage totals are attached to the expense claim. No receipts are required for meals. However, receipts are required for ferry, lodging, parking and other incidental expenses in accordance with the travel policy.
- E. **No meal allowance is provided for day travel.** For overnight travel, no breakfast allowance is provided on the departure date, and no dinner allowance is provided on the return date unless the departure from Anacortes is after 7:00 p.m. Meals may not be claimed when provided by, and included in, the conference registration fee. No receipts are required for meals. The per diem allowance is inclusive of applicable taxes and gratuities (gratuities limited to 15% of meal cost). 2020-21 per diem rates are: breakfast \$13.00, lunch \$14.00, dinner \$23.00). Travel reimbursement for Bus Drivers shall be as negotiated in the PSE collective bargaining agreement; See [6213P - Reimbursement For Travel Expenses](#).
- F. When more than one person is attending the same meeting/conference it is expected that staff will carpool. District vans are to be used, if available, before reimbursement for multiple private vehicles will be authorized. Private vehicle mileage will be reimbursed at the IRS rate as established on the [Expense Claim Form 6213F](#).
- G. Employees are responsible for reading and following policy [6213](#) and procedure [6312P](#) when traveling on school district business.
- H. If you are involved in a **traffic accident**, notify the police. Do not make any statements which may be held against you. Call your supervisor or one of the administrators.

**Ferry Travel:** Ferry Travel can be reimbursed through the District Office by submitting a Ferry Ticket receipt with a signed [Expense Claim Form 6213F](#). Car, driver and passenger tickets will be reimbursed in accordance with Board Policy [6213 Reimbursement for Travel Expenses](#). The District would like to encourage utilizing commuter rates (Wave-to-go cards) and “van load” tickets whenever possible. Please see the District Transportation Supervisor for more information on “van load” tickets and other details or transportation arrangements.

## FIELD TRIPS

Until further notice, staff interested in taking students on a field trip must obtain their administrator's approval first. **On and off-island field trips need to be scheduled a minimum of two weeks in advance.**

## PURCHASING & SUPPLIES

Prior to purchasing supplies, a supply requisition form ([SJISD](#), or [FHHS](#)) must be completed and approved by your building Principal. Once your requisition is approved, it is input electronically by the building's Office Manager. Requisitions are electronically approved and processed at the District Office weekly. Electronic notification of PO's are automatically generated when the requisition is approved. Once processed, the purchase orders are faxed to the vendor, and building sites can access them electronically. To begin this process you will need all of the following information:

- |  |  |
|--|--|
| <input type="checkbox"/> vendor name and address       | <input type="checkbox"/> item # (stock number)         |
| <input type="checkbox"/> vendor phone number           | <input type="checkbox"/> special shipping instructions |
| <input type="checkbox"/> vendor fax number             | <input type="checkbox"/> appropriate Budget Code       |
| <input type="checkbox"/> quantity of item              | <input type="checkbox"/> requested delivery date       |
| <input type="checkbox"/> color of item (if applicable) | <input type="checkbox"/> <b>approval of Principal</b>  |

Use a purchase order (PO) for all purchases. If vendors do not accept PO's, the District Office has alternative options. Please contact the District Office for specific instructions.

**ASB Purchase Orders:** ASB Purchase Orders require an ASB supply requisition to be completed. ASB purchases must be voted on and approved by the elected student council for Middle and High School purchases. This action must be reflected in the meetings' minutes. In addition to the items listed above in "Purchase Orders," ASB purchase orders also require the signatures of the following individuals before they can be processed.

- Principal's signature
- ASB Advisor's signature
- ASB Treasurer's signature
- Copy of minutes

Building office managers input ASB Purchase Orders and then send them to the District Office to fax to the vendor. **Please plan all ASB purchases well in advance.**

**Out-of-pocket Purchases:** Out-of-pocket purchases are not encouraged, but if necessary to ensure your out-of-pocket purchases are reimbursed, **obtain approval first**. Original receipts must be submitted with an expense claim form within 30 days to your building office manager.

## FORMS

All commonly used forms are posted on the district website under the [Departments](#) menu. If you do not see a form you need please ask your Building Secretary.

## PROFESSIONAL DEVELOPMENT

SJISD believes that the most important component of any organization is its people. With this in mind, we recognize the importance of providing and supporting appropriate opportunities for Professional Development. The District offers professional development opportunities and supports SJEA in developing and offering self-directed professional development.

In addition, the district posts new position openings internally for five days prior to posting externally to the general public to provide all certificated and classified staff the opportunities, first.

The district believes that evaluations are a key component to professional development. To that end, your supervisor will evaluate you in accordance with procedures and criteria in your collective bargaining agreement. The purpose of this evaluation is to provide feedback regarding job performance, to recognize skills and achievements, and to provide opportunities for dialogue related to job performance and professional growth.

## EMPLOYEE RESPONSIBILITIES

### PROFESSIONALISM & BOUNDARY AWARENESS

**The San Juan Island School District Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students and staff.** Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established professional boundaries.

The interactions and relationships between staff members and students should be based on mutual respect and trust, an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting, and consistency with the educational mission of the schools.

**Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose.** An educational purpose is one that relates to the staff member's duties in the District. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of the policy.

**Social Media:** The San Juan Island School District Board of Directors supports the use of technology to communicate for educational purposes. However, District employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, District policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the District's policies, acceptable use agreement and collective bargaining agreements, as applicable.

Please review related Board Policy [5253 - Maintaining Professional Staff Student Boundaries](#) and Board Procedure [5253P - Maintaining Professional Staff Student Boundaries Procedure](#) for detailed information.

## DUTY TO REPORT PHYSICAL ABUSE AND SEXUAL MISCONDUCT

[RCW 28A.26.030](#) requires both certificated AND classified employees who have knowledge or reasonable cause to believe a student is a victim of physical abuse or sexual misconduct by another school employee to report the abuse or misconduct or shall cause a report to be made to the school administrator. The administrator is then required to report the abuse to the proper law enforcement agency in accordance with the mandatory reporting requirements if the administrator has reasonable cause to believe the abuse or misconduct occurred. A school district must, at the first opportunity, but in all cases within 48 hours of receiving a report of sexual misconduct by a school employee, notify the parents of a student alleged to be the victim, target, or recipient of the misconduct. It should be noted that this does not change the previous requirement of school professionals to report to the proper law enforcement agency or the Department of Social and Health Services (CPS) if the professional has reasonable cause to believe that a child has suffered abuse or neglect. Reference: [Board Policy 3421/Procedure 3421P](#).



## MANDATORY TRAINING

The Office of the Superintendent of Public Instruction (OSPI) requires the district to deliver mandatory training to all employees and substitutes covering topics such as Blood-borne Pathogens, confidentiality, child abuse reporting, sexual misconduct, workplace discrimination awareness, and other important topics. These trainings are available via *SafeSchools* link located on the district website via [Departments | Staff](#) page. You will receive instructions and a password to access these online tutorials at the beginning of the school year.

## ATTENDANCE, LEAVES, SUBSTITUTES

**Red Rover:** San Juan Island School District uses Red Rover, a state of the art online platform to track and fill absences for district staff. Red Rover is new to the District as of the 20-21 school year; if you have questions or need help using Red Rover, please contact your building secretary or HR.

**Attendance:** You are expected to be at work on time, every day that you are contracted to work. If you must be late or absent, notify your supervisor as soon as possible. In the event of an emergency, you may have someone else call so that necessary arrangements can be made.

If you are unable to log your absence into Red Rover before 6:30 AM and you need a substitute, please contact the emergency contacts below:

- ✓ Elementary School: Jill Peacock – Mobile (360) 298-0376, Office (360) 378-5209.
- ✓ Middle & High School: Tiffany Christensen - Mobile (360) 525-5018, Office (360) 378-5215.

**Leave of Absence:** Requests for leave of absence must be submitted in advance; however, emergency leaves may be an exception because the situations necessitating these leaves are typically of an urgent nature. Submit the request for leave to your administrator for acknowledgment and forward to Human Resources for processing. The type of leave requested depends on the reason for the leave. Refer to district policies noted below as well as your [collective bargaining agreement](#) for specific available leaves and their terms.

- Bereavement Leave: [See CBA](#)
- Emergency and Discretionary Leaves: [Policy 5403](#)
- Family Maternity and Military Caregiver Leave: [Policy 5404](#)
- Holidays: [Policy 5410](#)
- Jury/Subpoena: [Policy 5408](#)
- Leave Sharing: [Policy 5406](#)
- Military: [Policy 5407](#)
- Personnel Leaves (Overview): [Policy 5400](#)
- Sick Leave: [Policy 5401](#)
- Unpaid Holidays for Reason of Faith or Conscience: [Policy 5409](#)
- Vacation: Policy 5411

**Family Medical Leave Act (FMLA):** The District adheres to the provisions of the Family Medical Leave Act (FMLA) and agrees to extend these provisions to employees who meet the eligibility requirements set forth in the Federal Family and Medical Leave Act.

**Paid Family Medical Leave (PML):** The District adheres to the provisions of the Paid Family Medical Leave (PFML) legislation set forth by the state in 2018 and agrees to extend these provisions to employees who meet the eligibility requirements set forth in the law. More information on applying for benefits will come in 2019. Please go to [paidleave.wa.gov](http://paidleave.wa.gov) for more information.



**Substitutes for Teachers, Specialists and Para educators:**

All above staff should check with their supervisor to determine if your role requires a substitute in the event of your absence. If a substitute is needed, employees in the categories below will use 'Aesop' Absence Management System online via the District website via Departments | Staff to submit all absences. Employees must also contact their immediate supervisor to report their absence.

If you are unable to log your absence into Red Rover before 6:30 AM and you need a substitute, please contact the emergency contacts below:

- ✓ Elementary School: Jill Peacock – Mobile (360) 298-0376, Office (360) 378-5209.
- ✓ Middle & High School: Tiffany Christensen - Mobile (360) 525-5018, Office (360) 378-5215.

**Substitutes for Kitchen and Custodial Staff:**

All kitchen and custodial staff are expected to follow the procedure provided by your supervisor and update your timesheet accordingly.

## DISTRICT POLICIES

Complete text of all district policies is available online on our website on the via [About > Our School Board > Policies](#) page; the full URL is <https://www.sjisd.org/Page/1491>. All new and continuing staff are responsible to become familiar with and abide district policies. The following are excerpts, summaries or in some cases complete text of select district policies.

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### Student Learning Goals (Board Policy 2000)

The Board has adopted this local policy in support of the four basic learning goals as established in the Education Reform Act. These goals are:

1. Read with comprehension, write with skill and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concept and principals of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work, and how performance, effort and decisions directly affect future career and educational opportunities.

### Electronic Resources and Internet Safety (see Board Policy 2022)

The San Juan Island Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

#### **Electronic Resources**

The district, within financial capacity, will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

The superintendent or designee will: 1) Create electronic resources and develop related educational systems that support innovative teaching and learning; Provide appropriate staff development opportunities regarding this policy; and 3) Develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic

resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

### **Internet Safety**

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computers networks and Wi-Fi in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

### **Grading and Progress Reports (see Board Policy 2420)**

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

### **Child Custody (see Board Policy 3126)**

The board of directors presumes that the person who enrolls a student in school is the residential parent of the student. The residential parent is responsible for decisions regarding the day-to-day care and control of student. Parents or legal guardians have rights to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others, subject to the authority granted to the residential parent.

The board, unless informed otherwise, assumes that there are no restrictions regarding the nonresidential parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of the court order that curtails these right(s). If these rights are questioned by the nonresidential parent, the issue will be referred to law enforcement authorities for resolution.

Unless there are court-imposed restrictions, the nonresidential parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries.

If there is a court order on file with the district that restricts and/or prohibits any parent or other person from contact with a student at school or picking up a student from school, then the district will not permit the student to visit with or be released to that parent, or other person.

## **Prohibition of Harassment, Intimidation & Bullying (see Board Policy 3207)**

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying.

“Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- A. Physically harms a student or damages the student’s property;
- B. Has the effect of substantially interfering with a student’s education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

### **Behaviors/Expressions**

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

### **Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

### **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

### **Interventions**

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

### **Students with Individual Education Plans or Section 504 Plans**

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

### **Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

### **[Child Abuse and Neglect Reporting \(See Board Policy 3421\)](#)**

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff will be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, the term "child" means anyone under the age of 18 and/or any current student of the district, including home-schooled students or any other person classified as a student in the district's database.

#### **"Child abuse, neglect, or exploitation" will mean:**

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function;
- B. Creating a substantial risk of physical harm to a child's bodily functioning;
- C. Attempting, committing or allowing any sexual offense against a child as defined in the criminal code. This definition also includes any communications with a child for immoral purposes or viewing, possessing, or distributing any sexually explicit images of a child. It also includes intentionally contacting directly or through the clothing, the genitals, anus or breasts of a child unless the contact is necessary for the child's hygiene, or health care purposes. This also includes a child's intentional or coerced contact with anyone's genitals, anus, or breasts;
- D. Committing acts that are cruel or inhumane regardless of observable injury.
- E. These acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering;
- F. Assaulting or criminally mistreating a child as defined by the criminal code;
- G. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety;
- H. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or

mental health or development of a child; or failing to take reasonable steps to prevent the occurrence of the preceding actions.

Children (including other students), family members, and any other adult can engage in child abuse, neglect, or exploitation. This may include incidents of student on student misconduct. Staff should report all incidents of abuse regardless of the age of the person who engages in it.

Subject to the definition above, staff should not focus on a person's mental status to determine if she or he has committed child abuse, neglect, or exploitation. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse, neglect, or exploitation.

When feasible, the district will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district will also encourage staff to participate in in-service programs that address the issues surrounding child abuse.

The superintendent will develop reporting procedures and provide them to, to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse, neglect, or exploitation to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities and/or the appropriate school administrator. Under state law staff are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. However, ailing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused, neglected, or exploited. Any conditions or information that may be reasonably related to child abuse, neglect, or exploitation should be reported. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

### **Confidential Communications (see Board Policy 4020)**

The board recognizes that school staff must exercise a delicate balance regarding the treatment of information that was revealed in confidence. A staff member may, in his/her professional judgment, treat information received from a student as confidential while at other times decide to disclose what was learned to the school administration, law enforcement officers (including child protective services), the county health department, other staff members or the student's parents. The staff member should advise the student regarding the limitations and restrictions regarding confidentiality. The student should be encouraged to reveal confidences to his/her parents. If the staff member intends to disclose the confidence, the student should be informed prior to such action.

The following guidelines are established to assist staff members in making appropriate decisions regarding confidential information and/or communications:

- A. Information contained in the student's cumulative record folder is confidential and is only accessible through the custodian of student records. Information secured through the authorization of the record's custodian will remain confidential and will be used only for the purpose for which access was granted.
- B. While certain professionals may have a unique confidential relationship (e.g. attorney-client privileged communications and licensed psychologists), school staff members including counselors do not possess a confidentiality privilege.
- C. A staff member is expected to reveal information given by a student when there is a reasonable likelihood that a crime has or will be committed, (e.g., child abuse, sale of drugs, suicidal ideation).

- D. A staff member will exercise professional judgment regarding the sharing of student disclosed information when there is reasonable likelihood that the student's welfare may be endangered.
- E. If district officials determine there is a specific threat to the health or safety of a student or any other individual, it may disclose otherwise confidential student information to appropriate parties, as allowed by the Family Educational Rights and Privacy Act (FERPA).
- F. A staff member is encouraged to assist the student by offering suggestions regarding the availability of community services to assist a student in dealing with personal matters, (e.g. substance abuse, mental illness, sexually-transmitted diseases, pregnancy). The staff member should encourage the student to discuss such matters with his/her parents. Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others.

**Regulation of Dangerous Weapons on School Premises (see Board Policy 4210)**

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission and principal notification, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

School officials will promptly notify the student’s parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline, including a one-year expulsion for a violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis.

### **Use of Tobacco, Nicotine Products and Delivery Devices (see Board Policy 4215)**

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, "vapor pens," non-prescribed inhalers, nicotine delivering devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on school district property. Possession by or distribution of tobacco products to minors is prohibited. This will include all district buildings, grounds and district owned vehicles. The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school. Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

### **Nondiscrimination and Affirmative Action (see Policy 5010)**

#### **Nondiscrimination**

The district will 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 will 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 will 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 will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons 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 will 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 will prevail:

- A. No qualified person with disabilities will, 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 Page 2 of 3 SAN JUAN ISLAND SCHOOL DISTRICT #149 Policy No. 5010 Personnel
  - 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 make use of any employment test or criteria that screens out persons with disabilities unless:
  - 1. The test or criteria is clearly and specifically job-related; and
  - 2. Alternative tests 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; and
- 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 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.

**[Nondiscrimination and Affirmative Action - Grievance Procedure \(See Policy 5010P for full text\)](#)**

Detailed steps in the grievance procedure follow on the next page. Policy 5010P contains additional procedural information related to Policy 2010.

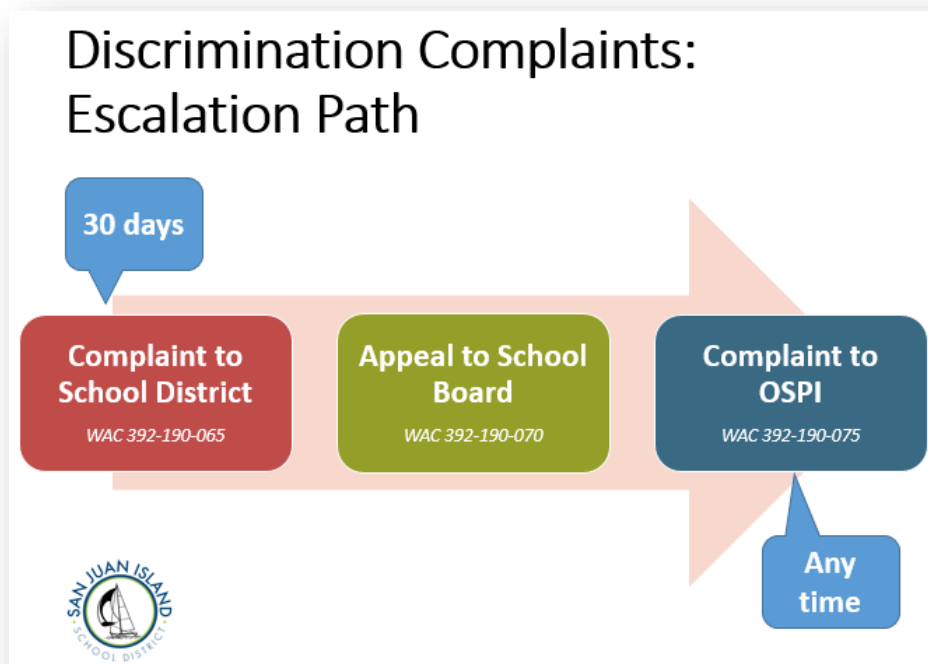
**Table 1. Nondiscrimination and Affirmative Action: Resources**

<b>DISTRICT CONTACTS</b>	
<b>CIVIL RIGHTS COMPLIANCE COORDINATOR</b> Cynthia Luna McVeigh, HR Director PO Box 458 Friday Harbor, WA 98250 (360) 370-7904 <a href="mailto:cynthiamcveigh@sjisd.org">cynthiamcveigh@sjisd.org</a>	<b>TITLE IX OFFICER</b> Becky Mudd Bell PO Box 458 Friday Harbor, WA (360) 370-7911 <a href="mailto:beckybell@sjisd.org">beckybell@sjisd.org</a>
<b>504 OFFICER</b> Becky Mudd Bell, Special Services Director PO Box 458	<b>ADA COORDINATOR</b> Becky Mudd Bell, Special Services Director PO Box 458



Friday Harbor, WA 98250 (360) 370-7911 <a href="mailto:beckybell@sjisd.org">beckybell@sjisd.org</a>	Friday Harbor, WA 98250 (360) 370-7911 <a href="mailto:beckybell@sjisd.org">beckybell@sjisd.org</a>
<b>STATE CONTACTS</b>	
<b>Superintendent of Public Instruction</b> Equity and Civil Rights Office P.O. Box 47200 Olympia, WA 98504-7200 (360) 725-6162	<b>Washington State Human Rights Commission</b> 711 South Capitol Way, Suite 402 P.O. Box 42490 Olympia, WA 98504-2490 (360) 753-6770
<b>Office for Civil Rights</b> U.S. Department of Education 915 Second Avenue, Room 3310 Seattle, WA 98174 (206) 607-1600	

Overview of Escalation Path for Discrimination Complaints is illustrated below.



**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.

1. **Grievance** means a complaint which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.
2. **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.
3. **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.

1. **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.

2. **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.

### **3. 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.

### **4. 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 \(See Board Policy 5011\)](#)**

*On August 14, 2020, U.S. Department of Education changes to the sexual harassment provisions of Title IX go into effect. The District will comply with all provisions of the new law and will incorporate such changes into all impacted District policies and procedures and related documentation, as soon as it is practicable. The District will also continue to comply with all provisions of Washington State law, which stands unchanged.*

This District is committed to a positive and productive education and working environment free from discrimination,

including sexual harassment. The District prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

- 1) submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- 2) submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; and/or,
- 3) unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male or female to female.

The District will take prompt, effective, remedial and equitable action within its authority on reports, complaints and grievances alleging sexual harassment that come 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. Persons found to have been subjected to sexual harassment will appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. 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 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.

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 time lines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate District personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The Superintendent will develop procedures to provide age-appropriate information and education to District staff, students, 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, student and regular volunteer orientation. This policy shall be posted in each District building in a place available to staff, students, parents, volunteers and visitors, and shall be reproduced in each student, staff, volunteer and parent handbook.

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, shall be included in the report. The Superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

### **Sexual Harassment Procedure (Board Procedure 5011P)**

*On August 14, 2020, U.S. Department of Education changes to the sexual harassment provisions of Title IX go into effect. The District will comply with all provisions of the new law and will incorporate such changes into all impacted District*

*policies and procedures and related documentation, as soon as it is practicable. The District will also continue to comply with all provisions of Washington State law, which stands unchanged.*

#### **Procedure - Sexual Harassment of District Staff Prohibited**

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 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 *the San Juan Island School District Office, 285 Blair Ave, PO Box 458, Friday Harbor, WA, 98250.*

#### **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 grievance 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 **Title IX Coordinator Becky Mudd Bell, (360) 370-7911.** Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive 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 Becky Mudd Bell** at [beckybell@sjisd.org](mailto:beckybell@sjisd.org), fax 360.378.6276, San Juan Island School District Office, PO Box 458, 285 Blair Ave, Friday Harbor, WA 98250. 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 Rights 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 | 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

### **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 Title IX/Civil Rights Compliance Coordinator 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, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

#### **[Drug Free Schools Community and Workplace \(See Board Policy 5201\)](#)**

The board has an obligation to staff, students and citizens to take reasonable steps to provide a reasonably safe workplace and to provide safety and high quality performance for the students who the staff serves.

For the purposes of this policy, the “workplace” is defined to mean the site for the performance of work done, which includes work done in connection with a federal grant. The workplace includes any district building or any district property any district-owned vehicle or any other district approved vehicle used to transport students to and from school or school activities; and off district property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district which could also include work on a federal grant.

#### **Prohibited Behavior**

To help maintain a drug-free school, community, and workplace, the following behaviors will not be tolerated:

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids. Using, possessing, transmitting alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids in any amount or in any manner and at any time in the workplace.
- B. Any staff member convicted of a crime attributable to the use, possession, or sale of illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids will be subject to disciplinary action, including termination.
- C. Using district property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.
- D. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids.

**Exception:** Employees returning from off island school business, after working hours, with no students to supervise, and not driving a school district vehicle are not prohibited from the consumption of alcohol while on the State Ferry.

#### **[Prohibition Against Harassment and Intimidation: Maintaining a Positive Environment \(See Board Policy 5207\)](#)**

The District is committed to a supportive work environment. Every employee, volunteer, and visitor is expected to maintain a work and or educational environment free from intimidation and harassment. District Policy prohibits sexual, racial, and other harassment in the workplace. The purpose of the policy is to emphasize that the District also does not tolerate any of the types of conduct described in this policy. Allegations of harassment of students will be processed via Policy 3207 and Procedure 3207P; parental complaints against District employees will be processed via Policy 4220 and Procedure 4220P.

Harassment, as defined for this Policy, consists of verbal conduct, physical conduct, or electronic or other communications or data that coerces, belittles, or shows hostility or aversion toward an individual for any reason and that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive work or educational environment; or
- Has the purpose or effect of unreasonably interfering with an individual's work performance or the educational environment; or
- Substantially adversely affects an individual's employment opportunities.

Intimidation and harassment may be intentional or unintentional. However, it must be noted that where an allegation is made under this policy, the intention of the alleged harasser is irrelevant. As in sexual harassment, it is the effect of the behavior upon the target which is important.

Conduct that "unreasonably interferes with an individual's work or educational environment performance" or that "substantially adversely affects an individual's employment opportunities" will be determined by considering an alleged targeted individual's attendance, demeanor, and interaction with peers, productivity, efficiency, and other indicators.

Conduct that may rise to the level of intimidation and/or harassment may take many forms, including, but not limited to:

- Verbal: slandering, ridiculing or maligning a person or his/her family; persistent name calling which is hurtful, insulting or humiliating; using a person as a butt of joke(s); abusive and offensive remarks; slurs, rumors, jokes, innuendoes, demeaning comments.
- Written: drawings, cartoons, statements and or images in emails, and or on property.
- Physical: pushing, shoving, kicking, poking, tripping, assaulting or threatening assault, damaging or tampering with a person's work area or personal property, or threatening such damage.
- Gestures: non-verbal threatening gestures, glances and or stares which can convey threatening messages.

Harassment prohibited by this policy shall not be construed to alter, impair, or abridge existing or customary management rights. Prohibited harassment does not include (i) reasonable management decisions, directives and/or expectations made, issued or stated by District administrators or supervisors, or (ii) disregard of a person in work-related activities.

If you feel you are being harassed in violation of this policy, telling the person harassing you that his or her behavior is unwelcome and must stop will often stop the problem. However, you are not required to confront someone who is harassing you if you are uncomfortable doing so. Either way, you must inform the District by bringing the problem to the attention of one of the following:

- Your supervisor; or
- Human Resources Manager; or
- Your union representative.

Individuals are expected to report any incidents of harassment promptly so that complaints can be quickly and fairly investigated if appropriate and resolved if substantiated. Complaints will be investigated as confidentially as circumstances warrant. The reporting individual will be informed of the results of the investigation. If an investigation confirms that harassment in violation of this policy has occurred, the District will take appropriate corrective action. This may include discipline up to and including, termination of the employment of anyone who has violated this policy and or possible preclusion from future volunteering and or issuance no trespassing directives.

The District and its employees are prohibited from retaliating against any individual who makes a good faith report of a potential violation of this policy. Retaliating against such individuals is a violation of this policy, even if after an investigation no harassing conduct was substantiated. It is also a violation of this policy knowingly to report false allegations of harassment. Persons who are found to have retaliated, knowingly reported such false allegations, or corroborated false allegations will be subject to disciplinary action and or action as provided above.

Everyone in the District is responsible for assuring that our workplace and educational environment are free from prohibited harassment. It is your duty to report harassment if you see or hear about it.

If you have any questions regarding this policy, please ask your supervisor or the Human Resources Manager for

clarification.

### **Procedure for Prohibition Against Harassment and Intimidation (See Procedure 5207P)**

To ensure fairness and consistency, the following review procedure is to be used with regard to problems covered pursuant to Policy 5207. No staff member's status with the District shall be adversely affected because the staff utilized these procedures, unless a false complaint is filed.

**Informal Complaint Process:** Any staff member may use informal procedures to report and resolve complaints of harassment and intimidation by other staff. Informal reports may be made to the building principal, program manager, or designee, although the building principal, program manager or designee shall always inform complainants of their right to and the process for filing a formal complaint. Informal remedies may include:

- A. An opportunity for the complainant to explain to the alleged harasser that his or her conduct is perceived as harassing, intimidating, and/or bullying either in writing or face-to-face;
- B. 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; or
- C. A general public statement from an administrator in a building or department reviewing the District Harassment Intimidation policy without identifying the complainant

Informal complaints may become formal complaints at the request of the complainant, or because the District believes the complaint needs to be more thoroughly investigated.

**Formal Complaint Process:** Although we strongly encourage all parties involved to reach resolution at the Informal Complaint Process level, any staff member may initiate a formal complaint of harassment and intimidation.

- A. The building principal, program manager, or designee will investigate all written complaints of harassment or intimidation.
- B. The allegations of harassment or intimidation are expected to:
  1. be in writing;
  2. be signed by the complaining party;
  3. set forth specific acts, conditions, or circumstances alleged to be in violation of the District's policy in regard to harassment and intimidation; and
  4. be filed with the building principal, program manager, or designee as soon as possible, but no later than thirty (30) calendar days following the alleged harassment.
- C. As soon as appropriate, at a time that does not hinder the investigation, the alleged harasser will be informed of the investigation by the building principal, program manager, or designee who is doing the investigation.
- D. Upon completion of the investigation, the building principal, program manager, or designee will provide their supervisor with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complaining party prior to the submission of a full written report.
- E. The supervisor will respond in writing to the complaining party and the alleged harasser within fourteen (14) calendar days following receipt of the written complaint.
- F. Any corrective measure deemed necessary will be instituted as expeditiously as possible but in no event later than thirty (30) calendar days following the supervisor's mailing of a written response to the complaining party.

G. In the event a complaint remains aggrieved as a result of the action or inaction of the supervisor, said complainant may appeal to the superintendent or designee by filing a written notice of appeal with the superintendent on or before the tenth (10th) calendar day following:

1. The date upon which the complainant received the supervisor's response, or;
2. The expiration of the fourteen (14) calendar day response period in Section D above, whichever occurs first.
3. The superintendent or designee will review the investigation, and may follow-up with inquiries as necessary, and will render a written decision on or before the tenth (10th) calendar day following receipt of the written appeal and will provide a copy to all parties involved.

### **Maintaining Professional Staff/Student Boundaries (Policy 5253)**

#### **Purpose**

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms "district staff," "staff member(s)," and "staff" also include volunteers.

#### **General Standards**

The board expects all district staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the district.

District staff will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

#### **Use of Technology**

The board supports the use of technology to communicate for educational purposes. However, district staff are prohibited from inappropriately communicating with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

### **Maintaining Professional Staff/Student Boundaries Procedure (Procedure 5253P)**

The purpose of this procedure is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

In a professional staff/student relationship, school employees maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.

A boundary invasion is an act or omission by a school employee that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.

An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a school employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship.

### **Unacceptable Conduct**

Examples of inappropriate boundary invasions by staff members include but are not limited to the following:

- 1) Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- 2) Showing pornography to a student;
- 3) Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;
- 4) Socializing where students are consuming alcohol, drugs or tobacco,
- 5) For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships and/or engaging a student in an unwanted discussion of this nature. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- 6) Sending students on personal errands unrelated to any educational purpose;
- 7) Banter, allusions, jokes or innuendos of a sexual nature with students;
- 8) Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- 9) Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- 10) Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian.
- 11) Exchanging personal gifts, cards or letters with an individual student;
- 12) Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- 13) Giving a student a ride alone in a vehicle in a non-emergency situation; and/or
- 14) Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom)

### **Appearances of Impropriety**

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff person must report the occurrence, to the appropriate administrator, as soon as possible.

- 1) Being alone with an individual student out of the view of others;
- 2) Inviting or allowing individual students to visit the staff member's home;
- 3) Visiting a student's home; and/or
- 4) Social networking with students for non-educational purposes.

### **Reporting Violations**

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to promptly notify the principal (or other administrator) or the Superintendent if they become aware of a situation that may constitute a violation of this policy.

### **Disciplinary Action**

Staff violations of this policy may result in disciplinary action up to and including dismissal. The violation will also be reported to the state Office of Professional Practices. Violations involving sexual or other abuse will also result in referral to Child Protective Services and/or law enforcement in accordance with the board's policy on Reporting Child Abuse and Neglect.

### **Training**

All new employees and volunteers will receive training on appropriate staff /student boundaries within three months of employment. Continuing employees will receive training every three years. Dissemination of Policy and Reporting Protocols This policy and procedure shall be included on the District Web site and in all employee, student and volunteer handbooks. Annually, all administrators and staff will receive copies of the District's reporting protocol.

### **[Disciplinary Action and Discharge \(See Board Policy 5281\)](#)**

#### **Grounds for Disciplinary Action or Discharge**

Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators or who conduct themselves on or off the job in ways that affect their effectiveness on the job may be subject to disciplinary action or discharge. Behavior, conduct, or action that provides sufficient cause may warrant disciplinary action or discharge. Such behavior, conduct, or action may include but is not limited to:

- A. Incompetence;
- B. Inefficiency;
- C. Misappropriation or misuse of district property;
- D. Neglect of duty;
- E. Insubordination;



- F. Conviction/guilty plea of any crime which adversely affects the employee's ability to perform a job including any felony crime involving:
  - 1. The physical neglect of a child;
  - 2. The physical injury or death of a child;
  - 3. Sexual exploitation of a child;
  - 4. Sexual offenses;
  - 5. Promotion of a minor for prostitution purposes; or
  - 6. The sale or purchase of a minor child;  
[employees are required to report in writing to the superintendent any conviction or guilty plea of the above referenced crimes (and of any other crimes that are workplace related) within five days of conviction or guilty plea];
- G. Malfeasance;
- H. Misconduct;
- I. Inability to perform job functions;
- J. Willful violation of district policies and procedures, laws, or regulations;
- K. Mistreatment, abuse or assault of fellow workers, students, or members of the public;
- L. Conflict of interest;
- M. Abuse of leave;
- N. Unlawful harassment, verbal abuse, physical abuse or sexual misconduct toward staff, students, or members of the public;
- O. Manufacture, possession, distribution, sale or being under the influence of alcohol, controlled, illegal, addictive or harmful substances including anabolic steroids;
- P. Conduct (whether on the job or off the job) that has a substantial negative impact on performance;
- Q. Mental or physical inability to perform the essential job duties;
- R. Intemperance;
- S. Intentional discrimination or harassment;
- T. Vulgar speech or actions;
- U. Use of habit forming drugs without pharmaceutical prescription by a doctor of medicine licensed to practice in the state of Washington;
- V. Use of alcoholic beverages on district premises or at a district sponsored activity off the district premises;

- W. Use of district supplies and equipment for personal betterment or financial gain or other improper purposes;
- X. Falsification or omission of material information from district records or any report or statement required of or submitted by the employee. This includes, but is not limited to, providing false information to the district (i.e., timesheets, application materials, during formal investigations);
- Y. Engage in the obstruction of justice, which includes witness intimidation, retaliation, destruction of evidence, or engaging in conduct to compromise an investigation or inquiry of misconduct; or
- Z. Engage in any other conduct that lacks educational value/legitimate professional purpose and harms students.

In the event that allegations or charges are made against a staff member for misconduct with minors, the superintendent may contact the Child Protective Services central registry for evidence regarding whether the staff member is an adjudicated or admitted perpetrator of child abuse or neglect. Appropriate reports will also be made to law enforcement, the Office of the Superintendent of Public Instruction, and the student's parents or guardians, as required by law.

#### **Abuse and Sexual Misconduct**

The district will not enter into any contract that is contrary to law to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee and will comply with all legal requirements regarding such misconduct.

The district, or an individual acting on behalf of the district, shall not provide a recommendation of employment for a current or former employee, contractor, or agent that the district or individual acting on behalf of district knows or has probable cause to believe has engaged in sexual misconduct with a student or minor in violation of the law. District/school employees, contractors, and agents are also prohibited from providing a recommendation of employment to a current or former employee, contractor, or agent that the employees, contractors, or agents know or has probable cause to believe engaged in sexual misconduct with a student or minor in violation of the law. This does not prohibit the routine transmission of administrative or personnel files, but does prohibit doing more than that to help the current or former employee obtain new employment.

#### **Suspension of Staff**

The superintendent/designee is authorized to suspend a staff member immediately as deemed appropriate.

#### **Civility (Board Policy 5282)**

Purpose. The San Juan Island School District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a District's ability to support and educate its students.

The District encourages all staff to participate in maintaining a clear expectation of civil conduct and problem-solving throughout the school District. The District is committed to providing training and resources to support this expectation and refuses to condone uncivil conduct on school grounds or at school-sponsored activities, whether by staff, students, parents, volunteers, or other District visitors.

The basic purpose of this policy is three-fold:

1. To promote a work and learning environment that is safe, productive and beneficial for all staff and students, and to encourage the free flow of ideas without fear or intimidation;
2. To provide our students with appropriate models for respectful problem-solving; and

3. To reduce the potential triggers for violent conduct, such as fear, anger, frustration and alienation-especially by making problem-solving procedures and alternatives to violence readily accessible to both youth and adults who need them.

Definitions. For purposes of this policy, “uncivil conduct” includes the following: directing vulgar, obscene or profane gestures or words at another individual; taunting, jeering, inciting others to taunt or jeer at an individual; to slight or malign another person in the presence of students, whether the maligned person is present or not; raising one’s voice at another individual; repeatedly interrupting another individual who is speaking at an appropriate time and place; imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met; using personal epithets, gesturing in a manner that puts another in fear for his/her personal safety, invading the personal space of an individual after being directed to move away, physically blocking an individual’s exit from a room or location, remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave, violating the privacy of another individual’s belongings (except for lawful searches by school officials conducted in connection with the administration of school rules and applicable laws), or other similar disruptive conduct.

“Uncivil conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process.

Expectations. In support of this policy, the Superintendent shall be responsible for the development of District training, written and oral communications, resource lists and other tools for the use of staff, students and community members in achieving the purposes of this policy. Specific procedures appropriate to the needs of staff, students, volunteers, and parents/community members will be available to all persons who have legitimate business within the District.

In all cases, individuals who perceive they have been treated in an uncivil manner will be urged to resolve their concerns through simple, direct or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from the school principal, principal designee, or work site administrator. Individuals are encouraged to work out issues of concern promptly, ideally no later than a few days after an incident has occurred. No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

This policy seeks to promote a school culture of respect and civility. Severe or persistent acts of uncivil conduct may, however, violate other school rules, or District policies such as against harassment and sexual harassment, or specific conduct codes. Violation of such building rules of District regulations may result in *further action, such as* removal from District property or District event, competition, or activity, issuance of a *No Trespass* order, or criminal charges as applicable. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable laws.

The Superintendent and appropriate staff shall review this policy annually.

Severability Clause. If any part of this policy or its related procedures is found to be unlawful or unenforceable by a court of competent jurisdiction, the remaining provisions shall remain in full force and effect to the full extent permitted by law.

### **Procedure for Civility (Procedure 5282P)**

Policy 5282 and the procedures that follow are intended to support all partners in the educational process; maintain a safe, nurturing work and learning environment; provide models of respectful problem-solving, and reduce the potential for serious or widespread disruptions within the District. These procedures are not intended

to manage threatening or intimidating behavior which is serious enough to constitute harassment or to cause one to fear for his or her safety. Rather, these procedures are meant to underscore the expectation of civil conduct in all interactions within the school district, provide all individuals the tools and knowledge to eliminate uncivil conduct they experience within the District, and replace uncivil conduct with acceptable, productive interactions.

**A. Parents.** If parents or other community members believe they have been treated in an uncivil manner by a San Juan Island School District employee, they should follow the steps outlined in Policy 4220 and Procedure 4220P: *Complaints Concerning Staff or Programs*

**B. Employees.** If employees believe they have been treated in an uncivil manner by an adult member of the community, another employee, or a student of the San Juan Island School District, they should follow the steps outlined below:

**Step 1:** As soon as possible after the incident, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis. (If the individual is a student, the employee may also speak with the student's parent.)

**Step 2:** At any time after Step 1 has been attempted, if civil discussion cannot be resumed, the employee should ask a co-worker or supervisor to facilitate a conversation with the individual perceived to have been uncivil. Such a facilitated conversation should focus on the expectation of civility and requirements for achieving civil exchanges in the future.

**Step 3:** At any time after Step 2 has been attempted, if it is determined that civil communications and appropriate problem-solving cannot be restored between/among the individuals affected, the employee's supervisor should help the employee to establish requirements for further communications (i.e., the presence of a specified third person, restrictions on physical access to the employee's work space) in order to protect the employee's rights.

\* The supervisor may also suggest such additional resources as mentoring, specific training, and/or written materials that address the employee's needs.

**Step 4:** At any time after Step 3 has been implemented, if uncivil conduct continues, the employee and his/her supervisor will discuss and select remedies beyond Policy 5282 available to all employees of the San Juan Island School District.

*\*Note: At all times, the Human Resources Manager shall be a resource to any employee whose working relationship to the individual perceived to have been uncivil creates an unusual obstacle to problem-solving.*

**C. Students.** If students believe they have been treated in an uncivil manner by an employee, adult volunteer, or another student within the San Juan Island School District, they should follow the steps outlined below:

**Step 1:** As soon as possible after the incident, seek advice from a counselor, teacher, or other trusted employee of the school, as well as from a parent. If advisable, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis.

**Step 2:** If direct, personal contact with the individual is not advised or does not produce a satisfactory result, the student should ask a counselor, teacher or administrator to facilitate a conversation between the student and the individual perceived to have been uncivil. Such a facilitated conversation should occur with the knowledge of the student's parent and should focus on the expectation of civility and requirements for achieving civil exchanges in the future.

**Step 3:** At any time after Steps 1 and 2 have been attempted, if it is determined that civil communications and appropriate problem-solving cannot be restored between/ among the individuals affected, the principal may modify the conditions under which the individuals interact with one another and may suggest or require the use of additional resources to help address needs.

**Step 4:** At any time after Steps 1, 2, and 3 have been attempted, if uncivil conduct toward a student continues, the student and administrator will discuss and select remedies beyond Policy 5282 available to all students of the San Juan Island School District.

Retaliation toward any person making proper use of District policies and procedures is unacceptable and will not be tolerated.

### **School-owned Vehicles (See Board Policy 6640)**

**Motor Pool:** The following procedures shall be in effect for the operation of school-owned vehicles.

- A. Vehicles shall be used for official District business only. Personal use of District vehicles constitutes grounds for disciplinary action which may include suspension without pay, termination of employment in the case of repeated violations, or suspension or termination of the right to operate District-owned vehicles. All users shall be employees, officers, or volunteers of the District.
- B. All operators shall have a copy of their valid Washington State driver's license and a copy of a current driving record each year on file with the District office.
- C. Any citation for violation of motor vehicle laws shall be the sole responsibility of the operator.
- D. If involved in any accident the operator shall notify his/her supervisor, and the proper law enforcement agency immediately, and file an accident report within twenty-four (24) hours. Those accidents which involve personal injuries must be reported by telephone and followed up with a written report, both to the District and the District's insurance company.
- E. Where the employee-driver is presumed not at fault, the District shall file a claim for damages with the insurance company of the other operator.
- F. In the event of vehicle operation failure, the staff member should contact the transportation department for repair procedures.
- G. Forms for reporting accidents, trip mileage, mechanical malfunctions, and insurance information shall be kept in the vehicle.
- H. The driver and passengers shall wear seat belts at all times. No more than the specified capacity shall be transported.
- I. Any items transported in school vehicles shall be secured to prevent hazard in case of an accident.

Motor pool vehicles will be assigned on a first come, first serve basis unless the Superintendent determines a need to do otherwise.

## **SCHOOL SAFETY**

### **COVID-19 SAFETY INFORMATION**

SJISD Administration has, since the onset of the coronavirus epidemic in February, 2020, undertaken to ensure the health, safety and wellbeing of all staff, students and community partners is protected to the full extent of the districts' capabilities. Protecting all beings from the risks of the virus is a paramount goal while also ensuring that our pupils receive their rightful learning opportunities. The District has published numerous resources for staff and families, as follows:

- [Reopening handbook Oct 23, 2020](#)
- [Returning to In Person Instruction FAQ's](#)

**Essential Guidelines are as follows:**

1. Always wear a mask inside all District buildings.
2. Always check in and sign in at the main office.
3. Always complete the daily attestation in Skyward.
4. No exceptions.

## EMERGENCIES

The San Juan Island School District [Emergency Procedures Handbook](https://www.sjisd.wednet.edu/domain/554) is available online at the following URL <https://www.sjisd.wednet.edu/domain/554> and in hardcopy at each building. The district performs a variety of emergency drills annually, and has designated Emergency Teams, Leads and Members who are assigned specific responder roles in case of emergency, as shown in the table below:

### EMERGENCY TEAMS

	Elementary	Middle School	High School	District/GBS
<b>Leadership</b>	<b>Lead:</b> Becky Bell <b>Members:</b> Susan Stehn Jill Peacock	<b>Lead:</b> Martin Yablonovsky <b>Members:</b> Rod Turnbull	<b>Lead:</b> Martin Yablonovsky <b>Members:</b> Rod Turnbull	<b>Lead:</b> Fred Woods <b>Members:</b> Becky Bell Cynthia McVeigh Jill Sandwith Jose Domenech Maude Cumming
<b>Facilities</b> (electrical, water turned off)	<b>Lead:</b> Greg Truesdale <b>Members:</b> Anthony Calandra	<b>Lead:</b> Brock Hauck <b>Members:</b> Rod Turnbull	<b>Lead:</b> Brock Hauck <b>Members:</b> Rod Turnbull	<b>Lead:</b> Jose Domenech <b>Members:</b> Cynthia McVeigh Jill Sandwith Maude Cumming
<b>Student Care</b>	<b>Lead:</b> Maurine Clark Alison Baker <b>Members:</b> Terra Holmgren Summer Clark	<b>Lead:</b> Maurine Clark Amara Zee <b>Members:</b> tbd	<b>Lead:</b> Gordy Waite <b>Members:</b> Janet Scheffer	<b>Lead:</b> Maude Cumming <b>Members:</b> Becky Bell Jill Sandwith
<b>Communications</b>	<b>Lead:</b> Becky Bell <b>Members:</b> Susan Stehn Shannon Danskine	<b>Lead:</b> Martin Yablonovsky <b>Members:</b> Binney Haenel	<b>Lead:</b> Martin Yablonovsky <b>Members:</b> Gordy Waite Jannet Ortiz	<b>Lead:</b> Fred Woods <b>Members:</b> Maude Cumming
<b>Accountability</b>	<b>Lead:</b> Jill Peacock <b>Members:</b> Susan Stehn Dan Lobue	<b>Lead:</b> Binney Haenel <b>Members:</b> Brock Hauck Rod Turnbull Fred Woods Amara Zee	<b>Lead:</b> Tiffany Christensen <b>Members:</b> Brock Hauck Rod Turnbull Fred Woods Gordy Waite	<b>Lead:</b> Jose Domenech <b>Members:</b> Cynthia McVeigh

Each building and classroom are equipped with emergency supplies. Your building administrator will review these as well as procedures with you each year.

The chart that follows provides essential guidelines for four primary emergency conditions, LOCKOUT, LOCKDOWN, EVACUATE and SHELTER.



**LOCKOUT**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

<b>Lockout!</b>	<b>Lockdown!</b>	<b>Evacuate!</b>	<b>Shelter!</b>
<p>Is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.</p> <p><b>Students:</b></p> <p>Maintain quiet. Move into a building.</p> <p><b>Teachers:</b></p> <p>Move all students into a building. Close door. Maintain quiet class. Continue to use building communication systems. Take roll and account for students.</p>	<p>Is followed by "Locks, Lights, <u>Out</u> of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.</p> <p><b>Students:</b></p> <p>Move away from sight. Maintain silence</p> <p><b>Teachers:</b></p> <p>Close and lock door. Lights out. Move away from sight. Maintain silence. Wait for First Responder to open door. Do not rely on building communication systems (fire alarms). Take roll, account <u>for</u> students and e-mail office manager / principal.</p>	<p>Is always followed by a location, and is used to move students and staff from one location to a different location in our out of the building.</p> <p><b>Students:</b></p> <p>Leave Bags/Take coats (if time allows) Form a single file line. Be prepared for alternatives.</p> <p><b>Teachers:</b></p> <p>Take emergency backpack. Take class list. Lead students to evacuation location. Take roll and account <u>for</u> students.</p>	<p>Is always followed by the hazard and a safety strategy and is the protocol for group and self-protection. Move to the identified space.</p> <p><b>Students:</b></p> <p>Move to appropriate space. Drop, cover and hold (earthquake). Maintain calm.</p> <p><b>Teachers:</b></p> <p>Move to identified space. Maintain quiet class. Continue to use building communication systems. Take roll and account for students.</p>

### INCLEMENT WEATHER:

When it is necessary to alter school hours due to inclement weather, local radio stations and the SJISD website <https://www.sjisd.org/> will report whether school is closed or a late start day has been declared. If a **late start** occurs,

- Students arrive 2 hours later than normal start time.
- We want **ALL STAFF** to know to **ONLY** come to school when it is **SAFE** for you to do so. Arrive at regular start time, if safely possible. Staff are welcome to ride the school bus as an alternate to impassable roads

or stuck/disabled cars. Please be aware of the following procedures for addressing missed time for each scenario:

***Inclement Weather: Staff Requirements for Missed Time***

CATEGORY	LATE-START	SCHOOL CLOSURE – WAIVED*	SCHOOL CLOSURE – NOT WAIVED*
<b>Certificated Staff</b>	Record missed time only if absence is full day.	Make-up day not required	Make-up day required
<b>Classified Staff</b>	Must record missed time; may use sick leave as Emergency Leave**	Must record missed time; may use sick leave as Emergency Leave**	Make-up day required

\***Governor’s waiver:** School is cancelled and the Governor decides whether or not to waive make up requirement.

\*\***Missed time & Emergency Leave Procedure:** Depending on the circumstances, staff may be able to use accumulated **sick leave** as Emergency Leave. We have prepared an [‘Emergency Leave Request Form’](#) in accordance with Section 7.1.2 of the [PSE CBA](#) for this purpose. If you missed time due to inclement weather, please submit an [‘Emergency Leave Request Form’](#) to the Superintendent for review.

## WORKPLACE INJURIES

Employees of SJISD are insured through the Washington State Department of Labor & Industries. Employees are responsible for reporting all accidents or injuries at once to the Building Office Manager. All forms are hosted on the District’s [Forms](#) page.

- ✓ The SJISD Accident / Incident form must be faxed to the District Office within 24 hours.
- ✓ Any accident or incident that results in hospitalization must be reported to L&I within 8 hours.
- ✓ Also, please note, to establish L & I eligibility, the L & I accident report form must be filled out at the Medical Providers office.

## EXPOSURE CONTROL PLAN

The Occupational Safety and Health Administration’s (OSHA) Bloodborne Pathogens Standard (29 CFR 1910.1030) requires that employers develop an Exposure Control Plan which documents those employees with work tasks that result in occupational exposure to blood. The Plan describes how the employer protects employees from acquiring a bloodborne disease. The San Juan Island School District Exposure Control Plan is located on the District website under Departments at the following URL <https://www.sjisd.wednet.edu/domain/554>.

**Hepatitis- B Vaccination:** The Hepatitis B vaccine is needed to become protected against the Hepatitis B virus (HBV) which can be transmitted via exposure to blood. The District will reimburse any uncovered cost of vaccination for any staff who choose to become vaccinated. Staff who elect not to receive the Hepatitis-B vaccine must sign a declination form which will be retained on file with the Human Resources office.

**Contact Information:** Please contact your health care provider for vaccination details. Contact Human Resources, the School Nurse or the Facilities Director for any other questions regarding the Districts Exposure Control Plan or Exposure Incident Procedures.

## APPLICATION OF PESTICIDES ON SCHOOL PROPERTIES

As per State law, all school districts in the State of Washington must post notice prior to the application of any pesticides at least 48 hours prior to the application. We will post in a prominent place in the building, as well as a



notify staff and parents. The notification will be at least 8.5x11 in. and will include the heading “Notice: Pesticide Application”, and will list the product name, date, time, and specific location of the application.

2020-2021 ACADEMIC CALENDAR



# San Juan Island School District 2020-2021 Academic Year Calendar

Adopted by the School Board April 10, 2019

August						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December						
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27	28	29	30	31		
						14

April						
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25	26	27	28	29	30	
						17

September						
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13	14	15	16	17	18	19
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27	28	29	30			
						19

January						
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24	25	26	27	28	29	30
31						18

May						
Su	M	Tu	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

October						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						22

February						
Su	M	Tu	W	Th	F	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

June						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						14

November						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						18

March						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						23

Snow Days						
Make up day(s) due to inclement weather will be determined as needed						

Holidays and Breaks	
Sep 7	Labor Day
Nov 11	Veterans Day
Nov 26 - 27	Thanksgiving
Dec 21 - Jan 1	Winter Break
Jan 18	Martin Luther King Day
Jan 29	Semester Break
Feb 15	Presidents Day
Feb 16 - 19	Mid-winter Break
April 12 - 16	Spring Break
May 31	Memorial Day

First/Last Days of School	
September 3	First Day of School
June 12	FHHS Graduation
	Griffin Bay Graduation
June 18	Last Day of School

Early Dismissal Days	
	professional collaboration
	holiday staff & student early release
	conference days
	conference prep
	final exams and report cards
	last day of school

\*Teacher Directed Professional collaboration and development day (TBD)

\*\*District Directed Professional collaboration and development day (TBD)

Professional collaboration and development day

## DOCUMENT HISTORY

Date	Name	Description
August, 2020	C. McVeigh	Created 2020-21 Employee Handbook.
Oct 28, 2020	C. McVeigh	<ul style="list-style-type: none"><li>• Added Covid-19 safety information sec. to Safety.</li></ul>
June 1, 2021	C. McVeigh	<ul style="list-style-type: none"><li>• Updated Org Chart and Updated Emergency Teams Chart with New ES Acting Principal.</li></ul>
		<ul style="list-style-type: none"><li>•</li></ul>



# Employee Handbook Acknowledgment

By my signature below, I acknowledge that I have received the Employee Handbook for San Juan Island School District #149, and that I have an obligation to read its contents, and if I do not understand any part, that I have an obligation to seek clarification from the Human Resources office.

I further understand that I am required to abide by, and agree to abide by, all of San Juan Island School District's policies as adopted or implemented by the district from time to time. I understand that there are policies and procedures that are not included in the Employee Handbook, yet are in effect and available on the district website for my review, and I agree to abide by those policies and procedures.

I understand that neither this handbook nor any provision herein constitutes an employment contract, an offer to enter a contract of employment or part of an employment contract, or confers any contract rights.

I understand that the Employee Handbook is a dynamic document and that I will be accountable to changes made to its content regardless of whether or not I have read or understood details of those changes. I understand that this signed acknowledgement is an annual requirement and will be retained with my personnel file.

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Signature of Recipient

Date

Please return one signed copy to Human Resources within 7 days of receipt. Thank you.